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ABSTRACT

The four issues of "Perceptions" published by the New York State Educators of the Emotionally Disturbed (ANYSEED) contain the following major articles: "Changes Required to Implement Social Skills Instruction in Schools" (Richard S. Neel); "Critical Issues Related to Social Skills Training" (Ellen McGinnis); "Facilitating the Integration of Children and Youth with Emotional Disturbances and Behavioral Disorders Through Prosocial Skills Training (Howard S. Muscott); "A Conversation with Dr. Arnold P. Goldstein Concerning Prosocial Skills Training" (Herbert L. Foster); "PREPARE: A Prosocial Curriculum for Aggressive Youth" (Arnold Goldstein); "Practical Strategies for Promoting Social Interaction of Students with Behavioral Disorders Through Creative Drama" (Cynthia L. Warger); "Palliative Coping and Social Skills Training: Guidelines and Recommendations (John W. Maag); "A Very Special Place" (Susan Kosberg and Bernie Kosberg); "RISC--Raising Individual Self Concept" (Susan Shove); "The Herbert G. Birch School for Exceptional Children" (Morton Bortner and Phyllis Susser); "A Holistic Approach to Special Education Within a Psychiatric Setting" (Phyllis March and Dianna Dantuono); "The Clarkstown Alternative (Joel Klein et al.); "The Last Stop on the Public School Express" (Lynne M. Gang); "Bring Mental Health Services to Public School Programs" (Richard Brennan et al.); "Times are Changing: Is ANYSEED Changing With Them?" (Ted Kurtz); "The Similarities and Differences Among States with Regard to the Definition of Emotional Disturbance" (Cathy Mastrocola); "Attitudes vs. Practices Regarding 'Stay In' and 'Pull Out' Delivery Models in Speech/Language Services" (Linda Payne et al.); "An Approach for Managing and Preventing Disruptions in the Classroom" (Neal Schneider); "You Are Special: An Open Letter to Students" (Joseph V. Burger); "Study Skills and the Learning Disabled Student" (Barbara Heilbronn); "Transitional School-to-Work Programs for the Handicapped Secondary Student: A Model" (Barbara St. Onge); "Components and Perspectives of an Exemplary Special Education Elementary School" (Steve Throne); "Working Together" (Marcia Saran); "Writing Skills for the Mildly Handicapped Student" (Karen Ungerer); "Living with David: Excerpts from the Parents Diary" (Connie Flood and Ralph Flood). (DB)

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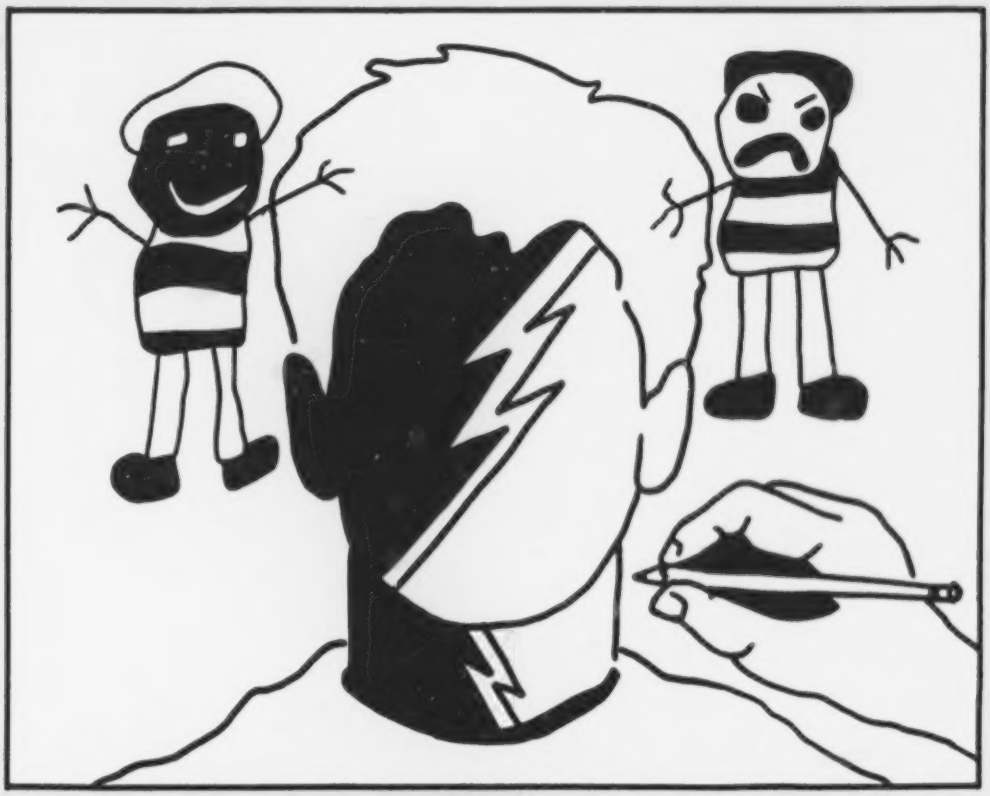

PROSOCIAL SKILLS TRAINING FOR CHILDREN WITH EMOTIONAL DISTURBANCES (ED) AND BEHAVIORAL DISORDERS (BD): THE JOURNEY OF 1,000 MILES BEGINS WITH THE FIRST FEW STEPS

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EDITORIAL

What's in a name? This was the perplexing question a group of committed educators asked themselves as they struggled over the birth of the Journal you now hold in your hands. What's in a name? How could it convey a sense of what we had all found? Could it communicate the sense of commitment which motivated our actions? Where would we start?

Paul Pontieri, Al Sabin, John Henley, Julie Gillespie, Pat Gray, Karen Stietler and I struggled over how we would reinstitute the ANYSEED Newsletter. The newsletter had been discontinued the previous year due to a lack of funds. We had just come off our most successful conference in history and had enough money for that first issue. The time was right and we were committed.

I had just assumed the Presidency in 1982 and persuaded the Executive Board to initiate a process aimed at organizational quality. My idea was to present ANYSEED as a consistent 'class act.' My philosophy was, and continues to be, that you spend a buck to make a buck. However, I didn't see why we couldn't make two in the process. Further, I felt that if we earmarked all revenue to improve the quality of service provided to the membership, the organization would prosper. Fortunately, we had ready in the wings the duo of Al Sabin and John Henley who agreed to put together those first few newsletters. This effort eventually matured into **PERCEPTIONS.** Credit for the actual naming of the journal goes to Julie Gillespie (as I recall).

The first issues started at four pages and were primarily aimed at communication of news about the Statewide Annual Conference and local Chapter activities. During the second year much of the same type format continued with an occasional article submitted as a follow-up to our Annual Conference or from ANYSEED's beloved S/E/D Ghost Writer. Despite all attempts to solicit articles, material occasionally got really sparse, and we resorted to printing a few choice recipes. Andy Perry served as Editor this second year.

Four years ago I took over as newsletter editor with a clear ambition to establish **PERCEPTIONS** as an indexed, refereed Journal. We sought enough credibility to have articles indexed into the major indexes available to benefit other special education professionals. The beauty of indexing, of course, is that university professors write and publish only for indexed journals. They earn their 'brownie points' while we reap the benefits collectively.

We now have achieved Journal status and have established a backlog of materials to utilize from issue to issue. Each issue has a theme, and the articles collected revolve around that theme. We have given up the recipes for the real 'meat and potatoes' of special education. It is truly a unique volume which reaches educators in a very practical and sensible way.

The goal of ANYSEED is to provide membership, with this fine Journal as a primary benefit of membership. Quality remains our byword.

It is with true ambivalence that I pass the torch of Editor. Having seen the fulfillment of my goal in relation to **PERCEPTIONS,** I now turn the task over to my able colleague, Dr. Robert Michael.

It has always been my philosophy to build and move on. One can get so close to particular endeavors that it becomes identified with the individual and not with the organization. I wouldn't want this to happen in my case and made my decision to pass on the reins. Those of us who created and carried this Journal from infancy will lend the support and vision; the current generation of ANYSEED will yoke up to carry it to its untapped potential.

I'm confident that its ascendancy as a Journal will continue. Things worthwhile survive if they are worthy of survival. **PERCEPTIONS will survive!**

EVERETT F. KELLEY
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PROSOCIAL SKILLS TRAINING FOR CHILDREN WITH EMOTIONAL DISTURBANCES (ED) AND BEHAVIORAL DISORDERS (BD): THE JOURNEY OF 1,000 MILES BEGINS WITH THE FIRST FEW STEPS

Guest Editorial by Howard S. Muscott

This special issue of *Perceptions* is devoted to the topic of Prosocial Skills Training. Close your eyes and try to envision prosocial skills. Unlike envisoning reading, writing, and 'rithmetic, the term prosocial skills would be difficult to gain concensus on, as it no doubt conjures up a variety of different images to different people. Theory and effective practice regarding social interactions/prosocial skills/ affective education (choose your term) have emerged slowly and painstakingly in education due, in part, to the complex tasks of both qualifying and quantifying "appropriate" human behavior within a social context.

Like the topic itself, the articles in this issue may raise as many questions as they answer. Prosocial skills training is not a panacea or quick-fix remedy to the challenges that children with emotional disturbances (ED) and behavioral disorders (BD) present to their teachers, administrators and families. Prosocial skills training *should* and *must* however, be incorporated into the professional "bag of tricks" of all programs whose mission is to change the lives of disturbed and disturbing youngsters.

As pointed out by the authors in this issue, reactive approaches to behavior change must be replaced by proactive well-designed and implemented programs. It has always disturbed me that even in programs designed *specifically* for students with ED/BD, very little emphasis has, to date, been placed on proactive, prosocial curricula. Try to find a daily classroom schedule that has included in it as a period, 9:00–9:50 – Prosocial Skills. Despite the limitations, the journey of 1,000 miles begins with the first few steps.

The purpose then of this issue, is to wet your appetite to the potential of including prosocial skills training in your work. Much like the Viennese dessert table at a wedding, I invite you to enjoy yourself as you sample the articles ranging from systemic change to curriculum to instructional strategies.

The first section of this issue focuses on systemic change. Neel describes the problems inherent in trying to implement social skills instruction in schools that value and foster conformity and convergence. He challenges schools to revamp the curricula to include programming that acknowledges and promotes diversity and as such, better prepares students for the real world beyond the classroom.

In a refreshing article from a developer of a prosocial skills curriculum, McGinnis reminds us that despite the progress we have made, many critical issues regarding the development and implementation of programs must be taken into consideration by teachers. As is true with any intervention, an informed consumer is a child's greatest advocate. Similarly, Muscott, citing the work of Hill Walker and his colleagues, concludes that the reintegration of students with ED/BD from more-to-less restrictive environments will continue to be thwarted until we systematically teach the social and behavioral skills teachers, at each level of the service delivery system, identify as critical to a successful placement.

The difficulty in developing programs that are prescriptive and effective in not only teaching skills, but ensuring maintenance and transfer of training to real world environments is evident to most of us. Arnold Goldstein has spent the past fifteen years on this step-by-step journey. Foster's "conversation" with Dr. Goldstein provides the reader with a unique opportunity to "hear" the rationale and evolution of the prosocial skills programs that he has developed. The PREPARE Curriculum that follows is an excellent example of a program that Goldstein has meticulously developed to incorporate a wide variety of "courses" designed to deal with the complex task of lasting behavior change.

Finally, the last section includes articles on instructional strategies that should be part of a prosocial skills program. Warger provides the reader with practical suggestions and strategies for setting up a creative drama program that will encourage emotional development and social interaction. Maag argues that relaxation training is a necessary and extremely beneficial component of prosocial skills training. Practical recommendations for implementation are included.

I trust that this issue contains "something for everyone". For those readers specifically interested in research on social interaction, please see the special 1987 issue of *Behavioral Disorders*, Vol. 12, No. 2 entitled, Social Interactions of Behaviorally Disordered Children and Youth. Similarly, those interested in interventions and strategies should refer to the 1984 publication of the National Needs Analysis in Behavior Disorders entitled, Social/Affective Interventions in Behavioral Disorders. Remember, the journey of 1,000 miles begins with the first few steps – so, keep walking.

Howard S. Muscott
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Changes Required to Implement

by Richard S. Neel

Introduction

The socialization of youth is integral in the process of public education and has been considered a major thrust of schools since the beginning of the modern compulsory school movement. The idea behind cumpulsory education is to prepare children from diverse cultural and ethnic backgrounds to successfully integrate into American society. However, Social Darwinism, which is a misinterpretation of biological evolution, has been incorporated into the expectations of social conduct in schools causing the expectations of equal opportunity for those in the melting pot to be translated into programs in which all children are expected to behave like members of the current social structure. Instead of developing a socialization process that embraces diversity, educators focus on conformity and convergence. The result of these programs has been an increasing number of children who do not fit into the system.

Specialized social skills programs have been developed over the past decade in response to the needs of these children who are identified as being socially deficient. These programs have traditionally been treated as an adjunct to the "business at hand"– academics – and are often taught in isolation or when time allows. Children and youth are expected to learn how to behave with little or no formal instruction. They are "taught" what to do by discipline systems and correction techniques. If these techniques fail, the children are labeled as exceptional or branded as troublesome and relegated to alternative educational programming. Children are tracked with little or no hope of being exposed to the types of curricula necessary to prepare them to effectively compete in the modern world. Diversity is viewed as a deviation from the norm, not the norm itself. Convergence is present everywhere – in the social rules, in the curriculum taught, in the way instruction is presented, and even in the manner in which children give feedback on what they have learned. As long as the current structure is maintained, children who are divergent will always be labeled as socially deviant.

Preventative social instruction focuses on cooperation and diverse structures and is far more successful than remedial programs which concentrate on behavioral control and basic academics. Whether the method used is preventative or remedial, social skills instruction should not be an isolated program only for troubled children. Far too often we assume that the current social structure of schools is fixed, and that exceptional instruction should be reserved for those children who are failing within that system. A more realistic approach is to recognize the limitations of the current system and design a comprehensive school structure that more adequately prepares ALL children for the complex social world in which we live. Social skills should be formally taught to all children throughout their school years. A well-articulated curriculum should be developed that prepares children and youth to deal with the increasing diversity that awaits them. Social instruction should take its rightful place – integrated within academic instruction.

The focus of this paper is to discuss the problems of implementing social skills instruction in public schools. First, a definition of social skills is given with a brief discussion of the effects social deficits have on children and youth. Next, the elements of current practice that impede implementation of social skills curricula are explored. Finally, changes that could alter current practices are recommended. Examples of changes within the system as well as changes of the system itself are presented.

Social Skills Defined

The recognition of social competency is not an easy task. Most people feel that they "know" what socially competent people act like, but a clear definition is difficult to find. As Argyle (1980) observed, it is easier to describe the lack of social competency. Generally, social competence refers to successful functioning in one's environment (Goldfried & D'Zurilla, 1969). To be socially successful a person must learn how to meet a majority of their individual social needs in ways that are acceptable to other persons in the environment. It is this combination of individual needs and social acceptability that determines social competence. Social skills, then, are the specific behaviors that are necessary to achieve social competency in a wide variety of situations and settings.

Although there are several views as to what social skills are and how they fit into the prevailing definitions of social competency (Asher & Hymel, 1980; Asher, Singleton, Tinsley & Hymel, 1979; Gresham, 1981, 1986; and Hersen & Bellack, 1976), there is little disagreement as to the effect of the lack of social competency on a child's life. School maladjustment (Gronlund & Anderson, 1962), early dropout (Ullman, 1957), delinquency (Roff, Sells, & Golden, 1972), and negative military service records (Roff, 1961) have been related to poor social skills. Many children with behavior problems feel isolated and rejected (Michelson & Wood, 1980), have an increased tendency to commit suicide (Stengel, 1971) and generally report a lack of friends (Hymel & Asher, 1977). Unsuccessful employment histories (Knold, 1985) and persistent psychological problems in adulthood (Shepherd, 1980; Gotman, Gonso, & Schuler, 1976) have also been consistent problems of these children.

It is clear that children who lack social skills have a real and persistent problem. Without direct and continuous intervention, the problem will not go away. As Robbins' (1966) data suggests, the notion that the problem will go away as the children grow up is just not true.

Current Practice

Although some educators believe that handicapped students, once mainstreamed, will naturally acquire the social skills of their non-handicapped peers and adjust their behaviors accordingly (Bricker, 1978; Mercer & Algozzine, 1977; Peterson & Haralick, 1977), most agree that handicapped students seem to interact with non-handicapped peers at a rate far below their non-handicapped peers and need specific social skill instruction (Allen, Benning, & Drummand, 1972; Bruininks, 1978; Gresham, 1982; Karnes, Teska, & Hodgins, 1970; Morgan, 1977). Gresham (1982) argues that mainstreaming without specific preparation in social skills may prove even more restrictive than segregated settings, causing an increase in social isolation.

In a review of social skills programs, Conijn (1987) pointed out the discrepancies between the stated desires of educators regarding the need for social skills instruction and the programs educators actually support. Although many teachers and other professionals assert that social skills is a top priority in their programs, few programs include social skills as a regular part of their curriculum (Okolo & Sitlington, 1986). A majority of social programs that do exist in schools are reactive. Discipline plans and behavior programs are triggered by deviant behaviors. The focus of a majority of interventions is the reduction of behaviors. Little or no attention is given to the replacement of undesired behaviors with socially appropriate alternatives.

Social Skills Instruction in Schools

When replacement behaviors are developed, they are often academic alternatives or behaviors designed to increase compliance (Walker, 1980). Winnet and Winkler's (1972) warning that we are teaching children to be still, be quiet and be docile remains, in the main, unheralded.

There are many reasons for the lack of social skills programs in classrooms. This paper focuses on those factors that continue to impede the development of comprehensive social skills programs and inhibit the inclusion of such programs as a basic part of every child's educational experience. The first major impediment is that educators desire and expect convergence. Children are expected to fit into the existing status quo with little or no disruptions. Social instruction becomes compliance training (Walker, 1980). Discipline programs are developed to increase control and frequently consist of a series of steps toward exclusion. Structured lessons on social skills teach children how to follow directions, do work, and accept criticism (Walker, et al., 1983; Goldstein, Sprafkin, Gershaw & Klein, 1980; McGinnis & Goldstein, 1984; Hazel, Schumaker, Sherman, & Sheldon, 1982).

A second impediment is the school's utilization of academic production as the major measure of excellence. Individual assignments are a major method of instruction. Facts and convergent answers readily measured by standardized tests dominate the curricula. Children are placed in tracking systems that limit their progress from an early age. These practices give many teachers the feeling that there is no room for "non-academic" subjects. More importantly, reliance on one set of knowledge reinforces the notion that society values are restricted to production of academics only. A shift in focus to a more divergent group oriented curriculum is needed.

A third impediment is the view of many educators that social problems are interruptions in the major business of schools. Schools design programs and discipline plans to eliminate deviant behaviors and hold individuals accountable regardless of their abilities or preparation. Far too often educators believe that the system is fixed and that change can only take place within the individual. This attitude of correcting the child as the major source of change has led schools to develop correction programs that focus primarily on the consequences of behaviors rather than providing direct instruction when needed. Imagine a fourth grade student who can hardly add being given a differential calculus problem such as "Differentiate $3x + 4$" and then being sent to the office or expelled if he was unable to comply. Such an approach would seem ludicrous, yet we often take similar approaches in teaching children how to behave. My favorite example of this approach is the practice of suspending students who are truant.

A final impediment is the lack of carefully articulated social skills curricula for all age levels. Most of us learned how to behave informally. Our instructions on how to get along were vague, sporadic and highly weighted towards correction. We use similar techniques in the classroom. Children with behavior problems, however, demonstrate that these techniques have not worked for them. They require different procedures and materials. Since most of us teach the way we were taught, we are often at a loss as to where to begin. There are a few new curricula available. These curricula represent a move in the right direction, but problems with lack of generalization and limitations of scope remain. Until new and more responsive curricula are developed, widespread adoption of social skills instruction will be impossible.

Changes We Can Make

Watzlawick and his colleagues (Watzlawick, Weakland, & Fisch, 1974) discuss two kinds of changes. With apologies to the authors, I will try to paraphrase them for purposes of this paper. (The reader is referred to their book on change for a more complete discussion.) Type 1 changes occur within the system. The rules stay the same. Changes alter the circumstances for the members of the group, but not the group itself. An example of a type 1 change is placement of a child in special education. A child whose behavior is at the extreme on one or more variables is "identified" for special education and removed. The child next in order on the variable of consideration now becomes the extreme. The change has made no real difference in the class. The more the class changes, the more it remains the same. The same is true upon re-entry from the special class. The child, who has been helped in a special class placement, is reintegrated into the typical class. Another child takes his/her place. Again, no real change has taken place.

A type 2 change occurs where the rules of the system or group are changed. Here the methods of operating on the elements of a group are changed. Following our placement example, a type 2 change would occur if we decided to change the way we assist children by eliminating the idea of class placements as a form of service delivery. The notion of identification and placement would have no purpose because we would change the idea of grouping. Such a change is currently being suggested by those who favor the regular education initiative.

Type 1 changes are infinitely easier to implement within existing systems. They can be considered modifications of the status quo. Their effects are one of efficiency. Type 2 changes are complex and require major changes in the system and most often within the people themselves. They cannot be done solely by a teacher. They require community input and support as well. Often the values of the group need to be modified to include the needs of exceptional students.

The following list of changes, if implemented, would increase the social competency of children in our schools. They are divided into types to indicate the amount of commitment that would be required to successfully complete them. The type 1 changes can be made with only minor alterations of existing programs. The suggestions requiring type 2 changes entail moderate alterations of the system as a whole to be effective. The groupings are based upon experience and are therefore open to interpretation.

Type 1 Changes

The easiest change to make is to change the instructional targets you select to teach. Current targets, which include academic facts, behavior reductions, and increases in compliance behaviors, focus on convergent answers and ideas. Possible new targets include academic problem solving and application, an increase in prosocial behaviors, an increase in reasoning and choices, a focus on expressing responses in groups and with peers, and an increase in divergent and ambivalent solutions in both the academic and social areas. Switching to functional activities (Neel, 1984) that have utility in the current environments of children will also increase the effectiveness of instruction.

Another change is in the area of how teachers transfer information to children and what methods of feedback teachers require. Most

Continued on page 8

teachers lecture or direct discussions. Dittos are used far too often to convey ideas. Most groups are time-shares with most of the children waiting while one student responds. The vast majority of practice activities are independent paper and pencil tasks. Several techniques can be applied that will increase the responsibility of each student and provide flexibility in the giving and receiving of information. Cooperative learning programs and peer-directed discussion groups can be added to provide more divergent learning opportunities. Problems and experiments can be substituted for convergent didactic materials. Group activities and buddy systems (e.g. peer tutoring) can be used to expand concepts presented and provide more interesting practice. Finally, alternate methods of finding out what the children have learned can be employed on a regular basis. Video and audio tape, peer interview and reports, teacher group questioning, language masters and computers can be used to sample children's learning. These alternate techniques provide variety and challenge to the students and also free teacher time for more creative activities.

Type 2 Changes

Type 2 changes require changes in the system itself. Typical practice provides for classroom placements based upon a cascade of services. Although labeled as a special class, the curriculum is basically the same with differences primarily in terms of control. Lessons are shortened and materials are sliced and paced slower, but the majority of activities parallel typical classes. Structural changes are artificial and often prevent the child from learning the skills necessary to re-enter a typical class (e.g. short lessons, frequent feedback, programs planned and in folders for each child, one-on-one delivery models, instruction through correction). The continuum of classes focuses on isolation from the mainstream. The model of removing the child and then fixing him or her prevails. Discipline focuses on eliminating undesired behaviors through either reduction programs or by engineering the environment so that the problem never occurs. These techniques tell children what not to do but fail to teach new ways to face the same problem when it reoccurs. In many of these programs it is the teacher who does the majority of the learning. Programs are modified to prevent the occurrence of undesired behaviors. Undesired acts by the children are considered prompts for programmatic changes by the teacher. Classrooms are altered to such an extent that there is no possible connection between the new environment and the one to which the child is scheduled to return. Maintenance and generalization of behaviors are poor because the behaviors learned by the children were how to withhold undesired responses in highly structured situations. When the structure is removed, the prompts for withholding behaviors are removed with it.

Some alternatives that might be considered include providing support programs centered around children's problems. Instead of creating classrooms that replicate the typical classroom, satellite programs could be created within the existing program. These programs would be fundamentally different in terms of curricular content, expected outcomes, structure, and possibly location. If a child cannot currently profit from a typical classroom, then the alternate program should teach those skills necessary for the child to succeed. Improved academic performance in a highly structured environment is not enough. Children need to learn the more complicated social skills required to operate successfully in a typical class. For example, they need to learn how to plan completion of a two week assignment, seek answers from another person, scope out the changes in teacher mood, decipher the informal rules of the teacher, peers and school, and even develop ways to appear occupied and alert even if they aren't. The focus of each satellite would be different. Some could be as simple as a peer tutor or an outside support person. Others might include a group designed to develop trust between adolescents and their teachers. A third alternative might include community based instruction for recreational and vocational skills. Each satellite would be set up by clearly specifying a desired outcome and then determining the staff, curriculum, materials and location(s) necessary to produce that outcome. As the need for the satellite changed, the satellite could be eliminated and other projects developed in its place.

Another change that could be developed would be alternate sites with markedly different rules and procedures. Many of the rules of schools are designed to deal with large numbers of students. Their utility is limited in the adult world. For example, raising your hand and waiting in line are useful when you have three hundred children, but neither skill is used extensively once the child leaves the school setting. Alternative sites could include programs where students have a great deal to say about the curriculum. The rules and structure of the program could be markedly different from the typical class. The tendency is to assume that these programs would be loose and lax, but most successful alternative programs have a carefully thought out structure and hold all students and staff accountable for their actions. The major elements that are different in an alternative program include curriculum that focuses on teaching trust, acceptance and socialization. Students are empowered by giving them opportunities to exercise judgment and experience the consequences of their choices. Structures are usually less formal with a great deal of flexibility. Rules are limited and major consequences are applied only in severe cases. There is a great deal of latitude in judging students, and tolerance for divergent and often undesired behaviors is required.

A third system change involves the introduction of community based instruction. Many sites within the community can be developed to provide successful "classrooms." This notion has been used in vocational training programs in the past, but the behavioral requirements are usually such that children with behavior disorders cannot participate. The community sites recommended here are selected for their social learning components as well as more traditional skill development. Examples include camps, daycare centers, group homes, volunteer programs, political campaigns, etc.

A final consideration deals with the competitive strength of undesired behaviors. There is an increasing body of evidence (Conijn, 1987) that indicates that children often know what to do, but choose to do something else instead. The undesired behavior is just too successful to be replaced by the socially preferred one. As Billingsley and Neel (1985) demonstrated, many desired behaviors are waiting in the wings and will only emerge when the more successful competitor is eliminated. The belief that academic performance and good grades will compete effectively with aggression or clowning around finds little support in the literature. Programs need to focus on increasing prosocial behaviors that can effectively compete rather than eliminating undesired behaviors and problem situations in isolated structured classrooms.

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Summary

The changes suggested in this paper are based upon the firm belief that the current structure of schools does not teach the social skills required of typical and atypical children. Too much emphasis is placed upon conformity and convergence. Children who cannot conform are taught by the community that they have no place. The system reinforces their belief that they are devalued and thereby increases their undesired behaviors. In an effort to adapt to the world as they see it, they choose the most successful behaviors for them at the time. Far too often, these behaviors are socially unacceptable. To be sure, some of the changes need to be made by the individual, but an equal number of changes need to be made by the community. We cannot continue to set the limits narrowly and then cull out those who don't fit and discard them. Yet the evidence seems to be mounting that is just what we do. (Neel, Edgar, Levine & Meadows, 1987). Problems do exist. All the curricula that are needed are not developed. Practical, tested programs are few. In fact, the lack of packaged articulated programs is often used as a reason for not making the desired changes. As long as we continue to ignore the importance of developing programs that produce socially competent adults in all of our children, we will continue to fail to produce the answers that are needed. Social competence does not require that we all be alike. It does not require that we all access the things we need in the same way. It should not be based upon the "look like me" philosophy of so many school programs. To paraphrase Coolidge, the business school is living and learning for everyone. We cannot continue to ignore the important task of teaching all children how to find their niche in the complex social world in which we live. For when we do, the academic learning we value so highly comes to no avail.

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The ANYSEED Executive Board is pleased to announce that the revised ANYSEED Constitution presented within the Summer 1987 issue of PERCEPTIONS was unanimously approved by the voting membership 157-0 and adopted by the Executive Board at the regular business meeting October 16, 1987.

CRITICAL ISSUES RELATED TO SOCIAL SKILLS TRAINING

by Ellen McGinnis

During the last decade special educators have emphasized teaching youngsters alternative, prosocial behaviors. The rationale underlying prosocial skill training is that behaviorally disordered youngsters have difficulty in establishing and maintaining satisfactory interpersonal relationships (Bower & Lambert, 1961). Behaviorally disordered youngsters are deficit in adaptive behaviors which will enable them to interact positively with their peers and adults and to solve day-to-day problems in ways which are likely to lessen the chances of creating continued conflict.

The movement toward prosocial skill training is also affected by the recognition of special educators that merely rewarding the child's positive behaviors, which at times seem to occur infrequently, and consequating his/her undesirable ones, is not enough to create the desired behavior change. Instead, just as a learning disabled child is taught to read in a planned and systematic manner, so must a child who lacks prosocial behaviors be systematically instructed in alternative behavioral skills.

The need for such training for this population of handicapped youngsters has been well documented. For example, research suggests that social incompetence is related to school dropout (Ullman, 1957), juvenile delinquency (Roff, Sells, & Golden, 1972), academic underachievement (McCandless, 1967), high levels of verbal and physical aggression (McCandless, 1967) and psychiatric disturbance (Roff, 1963; West & Farington, 1973; Cowen, Pederson, Barbigian, Izzo, & Trost, 1973).

There are several specific researched techniques to increase prosocial behaviors of handicapped students, including training non-handicapped peers to prompt and reward the handicapped child (Cooke, Apolloni, & Cooke, 1976; Strain, Shores, & Timm, 1977), teacher prompting and positive reinforcement (Strain, Shores, & Kerr, 1976; Timm, Strain, & Eller, 1979) and social problem-solving (Vaughn, Ridley, & Bullock, 1984). In addition, there are currently a number of social skills training programs available for use by teachers which structure the child's learning of positive social behaviors, such as *Getting Along with Others* (Jackson & Jackson, 1983), *ACCEPTS* (Walker, McConnell, Walker, Holmes, Todis, & Golden, 1983), *Social Skills in the Classroom* (Stephens, 1978), *Skillstreaming the Adolescent* (Goldstein, Sprafkin, Gershaw, & Klein, 1980), *Skillstreaming the Elementary School Child* (McGinnis, Goldstein, Sprafkin, & Gershaw, 1984), and *ASSET Program* (Hazel, Schumaker, Sherman, & Sheldon-Wildgen, 1981).

The purpose of this paper is not to focus on the necessity for the planned teaching of prosocial skills, for those who work with behaviorally disordered youngsters have recognized such a need. Nor is it the purpose to expound on the techniques or programs which are available to teach prosocial behaviors. Instead, the goal is to encourage educators to accept prosocial skills training with the awareness of several critical issues which exist in relationship to this area of education. These issues, some of which remain unresolved, are related to both the general aspects of social skills training (efficacy, substance versus packaging, role in non-special education, application to severe behavioral disorders (BD), and teaching social skills or teaching values) and to the individual youngsters we serve (consideration of the child's environment, social perceptions, natural performance, and generalization and maintenance). A discussion of these critical issues follow.

General Aspects

Efficacy

Perhaps the most critical issue pertaining to social skills training is whether or not such training results in its ultimate goal. That is, do the youngsters receiving such training have more friends? Are they better able to solve real-life problems? Are they happier and more satisfied with themselves and their lives? The majority of research relative to social skills training has centered on the pre-school age child (Gaylord-Ross & Haring, 1987), with a number of studies focusing on the young child with autism (Lord & Hopkins, 1986; Odom & Strain, 1986; Strain, Shores, & Kerr, 1976). The research reports findings in specific areas of social competence such as socially-directed verbalizations (Shores, Apolloni, & Norman, 1976), positive or negative social initiations and responses (Strain & Timm, 1974), and the effectiveness of behavioral training in selected skills such as smiling and sharing to produce social responses from peers (Cooke & Apolloni, 1976). The body of research presently available provides information on only very specific aspects of the larger construct of social competence.

While great progress has been made in research methodology and practices relative to social skills, it has not yet been established that prosocial skill training achieves the goal of social competence. In addition, the majority of studies currently available focus on the short-term effects of training. For instance, we know that skill acquisition can occur when applying certain short-term interventions. However, generalization and maintenance of previously learned behavioral skills are typically evaluated no longer than six-weeks following the actual training. Therefore, we do not know the consequences of such training beyond this time period, nor do we know the long-term effects of intensive social skills training over a period of years.

Substance Versus Packaging

The format of many social skills instructional programs unintentionally may convey that if a youngster learns all the skills contained in the program the youngster would then be socially competent. Yet experts differ in opinion of what constitutes social competence. Rathjen (1980) for example, views social competence as "the product of an interaction between the person and the situation." (p. 2) Combs and Slaby (1977) have defined social competence as "the ability to interact with others in a given social context in specific ways that are socially acceptable or valued and at the same time personally beneficial, mutually beneficial, or beneficial primarily to others." (p. 162) Rotherman (1980) has identified two components of social competence: the cognitive (or what a child "knows") and the behavioral (the child's specific behaviors). Additionally, Spivak and Shure (1974) define necessary components of social competence as: alternative thinking; consequential thinking; goal-setting; and problem-solving abilities. A variety of factors appear to be related to the larger construct of social competence.

While the specific cluster of variables which delineates a socially competent individual from a socially incompetent one is unclear, areas of research indicate that factors such as the individual's physical characteristics, behavioral repertoires, environmental features and the interactions of the individual in the environment are related to social competence. Milich and Landau (1982), drawing from the research on the topic, have categorized correlates of social status into four groups: a) classroom behavior (on-task behavior, disruptencies, daydreaming, impulsivity, and negative teacher attention); b) cognitive and communicative abilities (learning problems, referential communication tasks, gestural and motoric differences, the ability to accurately perceive emotional and communicational cues, knowledge of social values, and overall cognitive functioning); c) aggressive, inappropriate interpersonal styles (unprovoked and indirect aggression, nasty comments, inappropriate competitiveness, and the dispensation of too few positive and too many negative reinforcers); and d) prosocial behavior (friendliness, outgoingness, adaptability, compliance, cooperativeness, and helpfulness).

The most useful definition of social competence may be one which considers both the target individual and the factors in his/her environment. Actions which may be considered prosocial for an individual

in one setting may not be considered acceptable in another setting or when exhibited by another person. For example, a third grade behaviorally disordered student who learned to begin a conversation with peers in a very casual manner, once attempted this skill with a regular class teacher. The result was a negative response due to the informality of the student's performance. Behavioral flexibility, or the ability to adjust one's behavior considering the specific environment, the individual person, and the specific time of the response must also be included as a component of social competence.

A pragmatic definition of social competence is extremely difficult due to the complexity of social interactions and considering that the specific set of behaviors which constitute social competence have not yet been adequately defined. Therefore, teachers of behaviorally disordered children and youth must be cognizant of the fact that teaching the skills included in a social skills curricula or "package" may not result in a socially competent individual by the currently existing definitions of this construct.

Role in Non-Special Education

What role does (or should) social skills training play in the education of non-special education students? We know that behavior problems are not limited to youngsters with behavioral disorders. Many children with other educational disabilities, as well as those students receiving their education in the mainstream, experience difficulties in interpersonal relationships and conflict resolution in school, home, or community settings. The adolescent years, in particular, are a time of conflict for most young individuals. Instruction in problem-solving strategies, techniques to reduce stress, goal-setting, and conflict resolution are examples of prosocial skill areas needed as part of the curricula for regular-class students as well as for those with behavioral disorders.

With the recent "back-to-basics" movement in education, it may be difficult for educators to justify the time to include a social skills component in the existing curriculum. However, teachers and administrators will most likely find that once such a training component is included in classrooms, less time and energy will be expended on correcting student misbehavior. In addition, teaching students ways to deal with interpersonal conflict can be included in standard curricular areas such as social studies, language arts, and health education.

An additional, critical reason for including the social skills component in the regular classroom is that teaching youngsters prosocial behavioral alternatives prior to the actual time of conflict creates an environment of positive learning and problem-solving versus "after-the-fact" discipline. However, it is the perogative of each school district whether or not to include such a component in mainstream education.

Application to Severe Behavioral Disorders

Social skills training has typically been advocated for and implemented with the more mild end of the behavioral disorders continuum. However, several research studies indicate that a more severe group, those youngsters with autism, have successfully learned social interaction skills via behavioral techniques (Lord & Hopkins, 1986; McHale, 1983). The application of social skills training with severe, clinically-involved behaviorally disordered youngsters, those whose behavior and thought patterns "defy logic", has yet to be determined. Social skills training should not be interpreted as the answer to all behavioral and emotional concerns exhibited by youngsters, and it is the opinion of this writer that other educative and medical techniques may prove to be more beneficial with this small group of individuals.

Public Acceptance

There may be some individuals who believe that prosocial skill training is beyond the domain of education; that public education has already assumed far more than what is reasonably possible. Those who advocate this philosophy may feel that the social skills arena should be left to other facets of the community (ie. home, church). Several years ago there was a similar concern regarding sex education in the schools. While social skills training may not bring about the same intensity of controversy as did the topic of sex education, still educators must be able to justify the importance of training to the public.

Typically, criticism occurs when parents and other community members do not understand what is actually taking place. Therefore, it seems critical to approach the issue of public acceptance in a proactive manner. Inservicing school administrators, regular class teachers, other school personnel, and parents in instructional strategies, procedures, and goals will likely not only increase acceptance of a social skills program, but will facilitate generalization of the target student's newly learned behavioral skill by creating the opportunity for reinforcement in environments other than the behavior disorders classroom. Such inservice training may also aid parents and others in increasing positive interactions with the behaviorally disordered child.

Teaching Social Skills or Teaching Values?

Is social skills training the teaching of middle-class values? There is no definite answer to this question. Certainly social skills training emphasizes such values as constructive problem-solving versus aggression, assertiveness versus passivity. However, the goal of this instruction is to increase the youngster's repertoire of skills and behaviors. The individual youngster, then, has the choice of whether or not to use the newly learned skills.

Many experts who advocate for prosocial skill training emphasize that the needs expressed by the youngsters themselves should be primary goals for instruction; that instruction in skills desired by teachers and parents should be considered only after such student needs are addressed. For example, if a youngster faces daily provocation by peers, it is more useful to teach that youngster alternative ways of dealing with peers versus how to make corrections on an academic assignment. While social skills training exposes students to a variety of new behaviors, actual use of these behaviors, or use of the undesirable behaviors, is a choice made by the students themselves.

A similar philosophy also applies to conventional subjects. For instance, when we teach a child to read, we additionally expose him/her to what we consider to be good literature. Away from teacher or parent direction, it is up to the individual whether or not he/she reads good literature or chooses to read something else. We still owe it to the youngsters to teach them to read despite the ways they choose to use this skill.

The real issue, however, may rest with the specific social skills we choose for instruction. If we choose only certain skills related to classroom performance (i.e., Following Directions, Completing Assignments), for example, but neglect to provide instruction on the assertive skills (i.e., Asking a Question, Negotiation), then criticism of our instruction seems justified.

Student Based Considerations

Consideration of the Child's Environment

Prosocial skills training typically includes instruction in such skill areas as friendship-making, alternatives to aggression, dealing with stress, and classroom survival skills. Within these areas are specific, assertive skills such as Making a Complaint, Negotiation, and Standing Up for Your Rights. Educators need to be aware that certain prosocial skills may not be rewarded in the youngster's home, community, and even school environments. For example, Goldstein's et al (1980) behavioral steps for the skill of Making a Complaint include: (1) decide what your complaint is; (2) decide who to complain to; (3) tell that person your complaint; (4) tell that person what you would like done about the problem; and (5) ask how he/she feels about what you've said. Peers, parents, and educators may not be receptive to a youngster's use of this prosocial skill. How many educators, for example, when confronted with a student who requests that an assignment be reduced if a portion of the work is done correctly, would actually accept such a proposal?

In addition, many of our educational practices appear to emphasize control and following, without question, the established expectations of the school environment. The focus in many schools is on authority versus problem-solving, compliance versus assertiveness. Thus, when social skills training is implemented, prosocial behaviors such as Making a Complaint and Negotiation must be rewarded at times in the school environment in order for the students to see value in use of the skills. If youngsters perceive that the skill performance will go

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unrewarded, and may even be punished by school personnel, certainly they will not see any usefulness in learning prosocial skills. Our current authority roles as teachers must therefore change. We must be willing to participate in problem-solving instead of relying solely on teacher authority. This does not mean, of course, that if philosophy of behavioral skills training is accepted, that everything else we do as teachers should then be casually disregarded. Instead, we must continue to apply the behavioral techniques that we know work in managing a large group of youngsters and in modifying individual student behavior. Neither must we haphazardly abandon our currently existing rules and regulations, for schools (and society) would not function. However, we must also be willing to gradually, and in a planned and systematic way, move toward the goal of student participation in the establishment of these rules and in solving individual and group problems and conflicts. The critical issue remains—are school systems able to lessen their authority-based operations in lieu of teaching and encouraging students to participate in positive change?

While the school environment is one environment to consider, the child's home and community settings may also be contradictory to the skills we hope to teach. Some behaviorally disordered youngsters may live in community and home environments whose cultural backgrounds are very different from those who teach them. Papago Indian children, for example, are taught by their culture to not speak to adults until spoken to. Thus, teaching behavioral skills such as Starting a Conversation poses unusual concerns. Other students who have grown-up in ghetto environments may find that applying prosocial skills such as Standing Up For Your Rights may result in unwanted and/or dangerous peer confrontation. We must be aware of such social and cultural differences prior to instruction in the generalization of prosocial skill use.

A junior-high aged girl once attempted the skill of Negotiation with her mother; the result of this interaction was that the girl was physically abused by the parent. Therefore, it is additionally critical that specific skills be acted out under teacher direction, using the home situation as the hypothetical setting, prior to assigning the actual application of the skill in the home environment. Youngsters should also receive instruction in the assessment of others' receptivity and ability to accept such skill use. Students must be taught that if a response is likely to result in physical confrontation, that a different coping strategy be used. Social skills training is not a panacea; we also must teach other coping strategies to behaviorally disordered youngsters.

While the goal of prosocial skill training is to increase the child's repertoire of behavioral skills, we owe it to youngsters to help them assess situations where the skills might be useful as well as when and with whom the skill performance may likely be beneficial. In addition, educating parents and school staff in the goals and techniques of social skills training will enhance the likelihood that prosocial skill use will be accepted.

Social Perceptions

While specific prosocial interactions, such as joining in an ongoing activity, may be easily taught to youngsters via behavioral techniques (i.e. modeling and roleplaying), the social subtleties do not appear so easily learned. For example, when should a youngster ask to join in? How does a child assess the non-verbal cues another child gives to indicate whether or not he/she is receptive to this social initiation? How does a youngster decide whether or not to continue such initiations with the same child or group of children?

Nonverbal language is often more communicative than is verbal language. How many teachers have worked with a student who has a "bad attitude", for example? How is this attitude conveyed? Much has to do with body posture, physical closeness, facial expressions, and voice tone rather than the specific words expressed. Some youngsters may not remain a comfortable distance from someone during a conversation, thus conveying a threatening appearance. Others may use a condescending voice tone accompanied by hauty body movements. Behaviorally disordered students need to learn not only the specific ways they convey messages nonverbally, but ways to change these negative messages as well.

Some youngsters also appear to have difficulty in accurately perceiving the non-verbal language and overt behavior of others. For example, students who may be described as defensive will likely have difficulty with social perceptions; they seem to perceive that everything that happens is a direct act toward them. Other youngsters may have difficulty distinguishing between friendly teasing and unfriendly teasing. Still others carry out prosocial interactions at inappropriate times. Such social subtleties are very difficult to teach but are viewed as critical aspects of social competence.

Generalization and Maintenance

We know that newly learned behaviors do not maintain over time nor automatically transfer to new situations and environments without employing specific techniques to enhance the transfer (Walker, 1979; Stokes & Baer, 1977). While many teachers of behaviorally disordered youngsters carry out social skills instruction in their classrooms, too few actually pay necessary attention to the issue of transfer of training, and, indeed, this part of social skills training is the most difficult to implement. Specific homework assignments, which plan for a youngster's use of the prosocial skill in real-life situations, are one method of enhancing transfer. Other techniques are included in various social skills training programs (Goldstein, Sprafkin, Gershaw, & Klein, 1980; McGinnis, Goldstein, Sprafkin, & Gershaw, 1984; and Jackson & Jackson, 1983), most of which are based on the work of Stokes and Baer (1977). It is critical that teachers who desire to achieve positive change in the students they serve include such techniques in social skills instruction.

Natural Performance

A colleague once mentioned that when he had visited a behavior disorders classroom the youngsters, one at a time, walked toward him and very formally introduced themselves. This colleague stated his dismay at the rote performance and lack of genuineness of the student's applications of the skill. When a youngster first learns a new behavioral skill, his/her performance may appear strained and artificial, just as a beginning reader performs the reading task laboriously. Continued practice in role play situations should increase the youngster's willingness to attempt the skill more frequently in real-life situations, thereby increasing the naturalness of skill use. Examples of skills which may often appear rote or false, especially in the initial stages of learning, include Giving a Compliment, Introducing Yourself, and Expressing Affection. However, such skills appear particularly difficult for many adults as well. Thus, the interpretation the observer may make regarding the specific purpose behind the application of the skill (i.e., to manipulate or solely to earn a reward or praise) should not be confused with the difficulty a youngster may experience in performing the skill.

However, throughout the youngster's instruction in social skills, genuineness and sincerity should be emphasized. A youngster should not be forced to use a skill in real life, but should be encouraged to do so in a humane and understanding manner.

Conclusion

Social skills training is a *zeitgeist* in special education for the behaviorally disordered. While these techniques hold the promise of assisting to remediate a child's maladaptive behavior, there are many issues related to this topic which must be considered. Some of these issues were presented in this article, along with the author's biases. As we continue our work with this population of handicapped children, other issues will also become apparent. The most critical issue, however, in any approach or technique we use with children is that we as educators, continue to question, not only from the view of efficacy, but from an ethical standpoint as well.

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FACILITATING THE INTEGRATION OF CHILDREN AND YOUTH WITH EMOTIONAL DISTURBANCES AND BEHAVIORAL DISORDERS THROUGH PROSOCIAL SKILLS TRAINING

by Howard S. Muscott

Historically the role of providing students with functional academic skills has been seen as the primary goal of America's educational system (Cartledge & Milburn, 1978; Goldstein & McGinnis, 1984). Despite almost unanimous agreement that schools are a major socializing institution, formal social skills training has traditionally received little emphasis in the school curriculum (Cartledge & Milburn, 1978; Morse, 1982). However, an increasing interest in social skills training has permeated the field of education during the past 15–20 years. Salient indications of this increasing professional interest can be seen in the rising tide of published texts, curricula and research activities in relation to both non-handicapped and handicapped populations (Hersh & Walker, 1982). At the turn of the decade, Stephens (1981) went as far as to suggest that teaching socially desirable behavior would be the Zeitgeist of the 1980's.

A number of educators (Goldstein & McGinnis, 1984; Gresham, 1981; Walker, et. al., 1982) have postulated that the enactment of the Education For All Handicapped Children Act of 1975 (P.L. 94–142) with its provision for education of handicapped children in the least restrictive environment has contributed to the growth of interest in social skills training. Surely, the increase in problematic behavior within the regular school population (Goldstein & McGinnis, 1984) and the empirical evidence that childhood social behavior is predictive of late school achievement (Cartledge & Milburn, 1978) and poor adult mental health (Kagen & Moss, 1962; Trower, Bryant & Argyle, 1978) could serve as justification for teaching social skills to all children. The need for training appropriate social/behavioral repertoires to children with emotional disturbances (ED) and behavioral disorders (BD) is even more critical (Gresham, 1981; Walker, et. al., 1982).

Meeting the regular teacher's minimum behavioral standards for classroom rules and the ability to relate effectively to a new peer group have been seen by Walker, et. al. (1982) as the two major challenges handicapped children must overcome in order to succeed in the mainstream. After reviewing the literature, these researchers concluded that handicapped children in the mainstream have experienced considerable difficulty in making these two critical social/behavioral adjustments. In an earlier study by Hersh and Walker (1981), regular teachers were shown to exhibit high expectations and a narrow set of behavioral standards for the social behavior of all children in their classes. These expectations led to the researchers' conclusion that without proper social skills instruction, "significant numbers of handicapped children will fall *far* short of their teacher's behavioral standards on this dimension, and their development and social adjustment will be concomitantly impaired" (p. 24). These findings are supported by Dwiggins (1981) who found that regular educators do not adjust their behavioral standards downward to accommodate handicapped children. More recently, Muscott (1988) found that among teachers of ED/BD students, resource room teachers had significantly higher standards than their colleagues in special class, special school and residential treatment programs.

Confounding this dimension for children with emotional/behavioral problems is the research that suggests that regular educators are less supportive of integrating these children into their classrooms than any other handicapped children except the severely retarded (Vacc & Kirst, 1977; Williams & Algozzine, 1979).

Handicapped children also appear to be facing formidable obstacles in relation to their ability to interact effectively with non-handicapped peers in the mainstream. Empirical evidence appears to contradict one underlying assumption of P.L. 94–142 that exposure to non-handicapped peers in the mainstream would result in increased interaction through which increased social competence and acceptance of handicapped children would develop (Gresham, 1981; Walker, et. al., 1982). Studies have shown that non-handicapped children interact very little with handicapped children in the mainstream (Bruininks, 1978; Bryan, 1974; Morgan, 1977). After reviewing the available literature on social skills training, Gresham (1981) concluded that "handicapped children do not vicariously acquire social skills via observation of non-handicapped models unless they are instructed, trained, or reinforced for doing so" (p. 139). Empirical studies have consistently demonstrated that the child with emotional/behavioral problems is poorly accepted by peers (Cowen, Pederson, Babigian, Izzo & Trost, 1973; Morgan, 1977; Pekarik, Prinz, Liebert, Weintraub & Neale, 1976; Quay, Morse & Culter, 1966].

Based on these findings (and others) Gresham (1981) made a strong appeal for teaching social skills to all handicapped children:

> The fact that handicapped children interact less and are poorly accepted by their non-handicapped peers strongly suggests that these special children are in need of social skills training to increase their rate of positive social interaction, decrease rates of negative social interaction, and/or enhance their social acceptance by non-handicapped peers. Placement of handicapped children into regular classrooms without providing them with the social skills which are critical to peer acceptance may result in increased social isolation and a more restrictive social environment (p. 140).

Despite what appears to be overwhelming professional justification for teaching social skills to handicapped children, there is less than total consensus regarding (1) which social skills should be taught to what groups of handicapped students and, (2) the long term effectiveness and generalizibality of the procedures and training programs which have been developed to increase their appropriate social and behavioral repertoires. Until very recently, research on social skills and handicapped populations has been focused on training specific prosocial behaviors or decreasing inappropriate behaviors in special education settings. While a number of instructional strategies such as behavior modification, modeling, role playing and performance feedback have proved effective with certain populations in the training setting, the fact that maintenance of skills and transfer of training to the mainstream have only begun to be addressed in research designs or failed to occur in most instances when they have been addressed, should lead us to proceed cautiously.

Hersh & Walker (1981) have outlined five tasks that must be accomplished in order for the mainstreaming process to be effective. These steps are: (1) the social/behavioral standards and expectations of regular educators must be systematically analyzed prior to mainstreaming efforts; (2) procedures must be developed to provide for one-to-one correspondence between the social/behavior concerns of receiving regular educators and the social/behavioral repertoires of mainstreamed handicapped children; (3) the handicapped child must be trained in a social/behavior repertoire that is consistent with the social/behavioral demands of the receiving environment; (4) frequent follow-up and monitoring within the mainstreamed setting must occur; and (5) procedures must be implemented to train the regular teacher to manage the child's behavior with only minimal consultant support after an initial adjustment period. It is this authors' firm belief, based on a model designed to reintegrate students with ED/BD from residential treatment centers to public school programs (see Muscott & Bond, 1986), that these steps are critical to the reintegration process from any special education placement to any other less restrictive placement.

In conclusion, one would be hard pressed to find any arguments against the need for social skills training for children with emotional/behavioral problems. By definition, the only homogeneous quality about this heterogeneous group is that they have been certified as handicapped due to behavioral abundances or deficiencies. It is apparent from the literature that much headway is still needed in order to create an environment in the mainstream that will meet the social/behavioral and academic needs of these children, their peers

and the teachers who service them. Future research should focus on: (1) defining the social/behavioral skills necessary at each level of the special education cascade in order for all children to maximize the instructional process; (2) developing appropriate curricula to teach social skills to the various subpopulations of children with emotional/behavioral problems; and (3) organizing long-term empirical research designs to socially validate the effects of social skills programming on these children, their peers and their teachers.

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A CONVERSATION WITH DR. ARNOLD P. GOLDSTEIN CONCERNING PROSOCIAL SKILLS TRAINING

by Herbert L. Foster

This discussion with Dr. Arnold Goldstein, Professor, Special Education, Syracuse University, Syracuse, New York 13244-2281 was excerpted and edited with his permission from an interview with him on my *Inside Education* weekly radio program on WBFO (88.7 FM) Buffalo, New York.

Dr. Arnold Goldstein took his Ph.D. from Pennsylvania State University in 1959 and joined the clinical psychology section of Syracuse University's Psychology Department in 1963. He taught there and directed his Psychotherapy Center until 1980. In 1981, he founded the Center for Research on Aggression which he currently directs. He joined Syracuse University's Division of Special Education in 1985.

Professor Goldstein has a career-long interest as both a researcher and practitioner in many different research areas. Since 1980, his main research in psycho-education has focused on incarcerated juvenile offenders and child-abusing parents. In 1970, he began building, applying, and experimentally testing structured learning and psycho-educational skills training, as an approach used in changing the behavior of the abusive parent.

He is regarded as the developer of structured learning—a psycho-educational program designed to teach pro-social behaviors to chronically anti-social persons. Prof. Goldstein, in addition to being a researcher and practitioner, has authored or co-authored over 30 books and 70 articles.

Dr. Foster: *Arnold Goldstein is probably one of the most sought-after speakers in the United States today. He is much in demand as a speaker concerning his work in pro-social behavior training that started out as skillstreaming and aggression replacement training. Arnold, What got you involved in this area?*

Dr. Goldstein: Well, there are several reasons. First of all, I've been concerned that in mental health and education, we've tended to underserve low-income populations. If you're poor in the United States and other countries, you not only have poor housing, nutrition, and so on, but your services at the hands of the mental health and educational establishment tend sometimes not to be terrific and I focused my career, for the most part, on trying to develop approaches that are oriented towards such populations.

I've been especially interested in the topic of aggression because it's such a major national and international problem, and I'm happy to say that there's more and more evidence in recent years that aggression is, for the most part, learned, not instinct. Anything that's learned can be unlearned. So, most of our work has focused on teaching individuals, whether they are young children, adolescents, or parents who tend to be aggressive, teaching them prosocial alternatives. So much of what we do in education and mental health is designed to stop the person from being aggressive, which is fine, but only the beginning.

If we stop a youngster who's chronically aggressive from being aggressive, we somehow are assuming that he knows what to do, that indeed, he knows how to negotiate, he knows how to walk away, how to share and be empathetic. Typically that's not true. So our focus, even though I run an aggression research center, has not so much been on aggression, per se. It's been on working with people who are aggressive to teach them what to do instead of aggression.

Dr. Foster: *Would you please go into that a little bit more because I remember hearing you speak once about teachers who got annoyed with youngsters who were misbehaving, and it never dawned on anyone that maybe those youngsters were never taught the appropriate way to behave in that particular situation. Would you speak to that more, and give us more detail on what you mean by "prosocial behavior."*

Dr. Goldstein: Prosocial behaviors are things like cooperation, sharing, empathy, and showing affection—qualities like that—the kind of things that somehow we hope or assume people will learn in their lives and very often they don't. In fact, I'd like to say that I'm not in the rehabilitation business, I'm in the habilitation business. I'm not like the rehabilitation person, for example, teaching a stroke victim who used to know how to walk, how to walk. I'm more in the business of teaching youngsters, whether they are adolescents or younger children, to do things that probably they've never done in their lives.

We've developed techniques for doing this. We bring together small groups of youngsters, whether we're working with delinquents who are locked up, or with youngsters in elementary and secondary schools, but these are the youngsters who tend to be—oh all kinds of words—acting out, in school suspension, difficult, disturbing, and aggressive. These are the kinds of youngsters that I have an interest in. We bring them together in small groups and we do certain things.

In this skillstreaming approach, for example, we first show youngsters, we model for them or demonstrate the desirable prosocial constructive behaviors which they may never have seen. We do it by breaking it down into steps, in a concrete way. Then we have each youngster in the group get up and rehearse or role play the steps of that behavior. The group then gives feedback and, via homework assignments and other techniques, we try to encourage them to use out in the real world, in the street, in the playground, and so on, what they've learned in the group.

When I describe what they've learned, it's a curriculum of skills, like the prosocial skills I mentioned, and it goes beyond that. It includes skills such as responding to failure, dealing with teasing, dealing with group pressure, keeping out of fights, apologizing, decision-making, goal-setting, and so on—the behaviors that you and I take for granted as we go through life, but the social skills that many kids don't have.

Dr. Foster: *In your book on adolescent behavior and prosocial training, I believe you have 127 or something like that, prosocial skills that can be taught or learned.*

Dr. Goldstein: There are a lot of skills in there. We've done this work for many years and with many youngsters and it works, but with many it doesn't work. It does work in the sense that they've learned it. That's fine, that's the easy part.

In the training room, it's so repetitive and concrete, when they leave they have the steps of whatever skill is being taught that week. The problem is that out in the streets, very often, these students are rewarded for antisocial behavior, not prosocial behavior. So we've worked very hard and are still working on the target problem of how to increase the transfer of what they learned from the training room to the real world.

To accomplish that, we've added to this skills training, or "skillstreaming," as I call it, two other things, and altogether we call this package *Aggression Replacement Training.* In this package is the skills training, which teaches them what to do.

Dr. Foster: *What is the form of this* Aggression Replacement Training *package?*

Dr. Goldstein: It's classroom instruction. There are three pieces to it, which typically means three one hour classes a week. That's the form it takes. We're doing that in schools around the world, including delinquency centers.

The second piece is something called anger control training. We have taught kids on the street how to negotiate, when someone sort of *gets in his face.* Usually, instead of negotiating, he punches the other kid. How come? Why didn't he reach down into his bag of tricks and do this negotiation that he just did an hour earlier so well in the training room? The answer tends to be that there are difficulties in impulse control. They tend to use more things they've used a lot in the past.

So, he reaches down, and instead of taking the skill he was taught out of his bag of tricks, he takes his fist and he punches the other guy and there is a problem. So, we have to not only teach him the skill to do, we have to teach him what not to do.

So, the second piece of this anger control in which over a course of a little under 10 weeks, we can typically teach a youngster how to identify what his triggers are, what sets him off, how he knows that he's angry and how to use a variety of anger-reducing techniques, like – deep breathing, counting backwards, imagining a peaceful scene. Imagine the long term consequences of aggressive behavior, and also what we call *reminders* which is instructing yourself to calm down, chill out and so on.

Dr. Foster: *You used two expressions so far that I wonder how many people know? One you just used which was* chill out, *and the other was* in the face. *As you know, that's an area of my interest – the language and behavior that have spread from the black street corner.*

At the Bernard Goetz trial, according to the New York Times, *one of the boys involved mentioned that the others got* into Bernard's face *and kind of scared him. I was wondering whether the jury or the lawyers involved really understood that. How about* chill out? *Do you want to explain that one?*

Dr. Goldstein: *Chill out* means to calm down, cool off, relax, or take it easy. We try to teach kids how to say that to themselves.

So here we are. We taught them what to do, we've taught them how to control their anger. There has to be a third piece, and the third piece is moral reasoning training. Very often the youngsters that I work with are very egocentric. They are much more concerned with themselves. Therefore, what we try to do in these moral reasoning training sessions, also known as "Dilemma Discussion Groups," is teach them to be more concerned with the rights and feelings of others, with fairness, and with justice.

We used the Kohlberg's moral education method, in which groups of youngsters debate moral dilemmas and one of the effects of that, that has been found in many people's research, including ours, is that being exposed to levels of moral reasoning, less egocentric than your own, more fair and more just, tends to raise your own level of moral reasoning. We've had some success with this three-part method with youngsters who are locked up and even with elementary school youngsters in local schools.

Dr. Foster: *You mentioned that you are trying to get the youngsters to retain this kind of behavior for a longer period of time. Has there been any research around the retention of these prosocial skills?*

Dr. Goldstein: It's tough research to do. We're involved right now in finishing a three year project with youngsters who are on parole, or after-care. They've gone through our training, and we are tracking now to find out what happens.

Well, the tracking process is an adventure. Kids live their own lives. Records sometimes aren't kept as well as you would like. So far, however, we tend to find, that in terms of recidivism, which means getting rearrested and being returned to a delinquency facility, the kids who are doing best are the kids who, not only go through our training program, but in addition, their parents are going through the same program simultaneously. In other words, here are kids who often got into difficulty, partly because their whole world has taught them and supported antisocial behavior. Father may be locked up in a state penitentiary. Mother may be trying hard, but she's got a bunch of other kids, a job, and trying to keep the family together. Peers will often push the kid into an antisocial direction.

So we say, O.K. we're going to sit with this kid three hours a week and the other hours, the other dozen of hours he's out in the world relearning antisocial behaviors. So, the more of his environment you can capture – in this care we're working not only with the youngster. We have a parents' group and a siblings' group. I'd like to extend it to the school also. Maybe next year we will. The more we extend it to the environment, the more we seem to be successful in reducing new crime.

Dr. Foster: *What you said about the total environment is interesting. In some of the work I have done, I've seen the youngsters associate negative aggression and physicalness with love and feelings. Would you want to comment about that?*

Dr. Goldstein: We're not working too much with that directly. We certainly do have to struggle with this macho business and what we try to do with the kids is give them the example of those sports figures who themselves determine when they're going to be aggressive as opposed to other people provoking you. Who is pulling your strings? Who's in control? That, to some degree, helps orient them and motivate them.

Dr. Foster: *Related to that response. President Johnson's Commission on the Causes and Prevention of Violence, differentiated between positive and negative aggression, and I see very little differentiation in that respect in any public discussion of aggression. Usually, aggression is talked about in a negative way. Certainly as you just pointed out, a football player has to know when to use positive aggression or else he won't earn that Super Bowl ring. Would you want to comment further on that?*

Dr. Goldstein: I tend to think of a continuum that goes on the one end, passivity, on the other end, aggression, and in the middle is assertiveness. I would rather think of it that way because assertiveness is basically standing up for your rights in a way that doesn't hurt other people, where aggression typically involves, in the customary definition, intentional injury to another person. I would say what the football player does, just for defining clarity, I would either call assertiveness or athletic talent or something other than aggressiveness.

Dr. Foster: *That's a good point because I think there has to be more discussion about that in the literature. Another point, one of your colleagues, Dr. Barry Glick, who first told me about your work, told me about some additional research where non-YAVIS[1] juniors were taught skills to help them relate to professionals but the researchers were unable to teach the professionals how to work with the delinquent youngsters. Which leads me to the next point. Have you done any of this kind of prosocial teaching with teachers to teach them appropriate ways of dealing with particular groups of students or clients?*

Dr. Goldstein: Well, that is an excellent question, Herb. We've not done terribly much of that, and we've paid the price, occasionally. We've had situations where we'll go into an agency or a school and teach youngsters things and the youngsters learn them and then they go out into the environment and either they'll see a teacher not doing it and they'll come back and say, "Hey, what the heck did you teach me this for?" Look what's happening. That's why Kohlberg moved into the just community idea saying, "Before I can teach kids and expect them to behave in morally certain ways, the teachers, who are their models, have to do that."

We've had instances where we have taught a kid something, and he goes out and does it to a teacher and instead of being rewarded, the teacher is punishing. We'll teach a kid, for example, how when he's feeling like exploding, to sort of turn his back and walk away. And we've had experiences where a counselor will say, "What the hell are you doing turning your back on me like that when I'm talking to you?"

So you really have to clue into the environment as much as you can and make sure that the kids' models are doing the things that you teach the kids to do because kids do what they see adults do, not what adults say.

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Dr. Foster: *One of the things that you're doing that's really great is that it's different from so much of what is going on. So many of the training programs and books on education are written for very traditional preppy white or black middle-class children. The work you are doing, however, is with delinquents or the non-YAVIS types of clients or students.*

Dr. Goldstein: We'll, it's true. When we started this work it was in the form of a kind of a psychotherapy for adults, and we sent it out to the world. However, there were many, many, other therapies out there, but in terms of the work with delinquency, there's very little. In the United States now, most divisions for youths are oriented towards control. They want kids not to go AWOL, they want kids not to act out.

Dr. Foster: *May I add most high schools, too.*

Dr. Goldstein: And, in fact, that's O.K. to stop people from being antisocial, that is fine, but not to go on and teach them what to do instead is the problem, and that's where our focus has been.

Dr. Foster: *Do you see yourself continuing in this area or branching out in any other areas?*

Dr. Goldstein: Well, we have begun to branch out, to teach additional psychological competencies. Basically, the basic theme of our work is that psychological skills or competencies can be taught. So far, in this interview, I've mentioned interpersonal skills, anger control, and moral reasoning, but there are many other things that can be taught and we've developed a new curriculum—it's not yet released—called the *PREPARE Curriculum* and in it we teach separate courses on cooperation, empathy, stress management, group dynamics, on something I call "Recruiting Supportive Models."

There is evidence that kids can grow up in terrible environments and do well in life. Not many, but some. When you look at why those particular kids do well, one of the things that seems to be true is that somewhere along the way they had a good prosocial model. A brother, a priest, a coach, a parent, someone.

In this course, we teach kids how to identify such models, reach out to them and build relationships with them. Those are the kinds of things I think youngsters can be taught. So we are not only developing and investigating, evaluating this type of curriculum, we go around the country and we try to get schools and delinquency agencies to start adopting them and actually it's been fairly successful. There are a lot of places adopting this kind of orientation now.

Dr. Foster: *Today, in the work world, the same advice is being given to young men and women in business. Find a role model, someone who can help them move ahead.*

Dr. Goldstein: Yes, a mentor. That's really what we're trying to do with kids. There's a fascinating book by Werner and Smith called *Vulnerable But Invincible,* and it's about these kids who grow up in awful places and sail on through. They, somehow managed to find a mentor.

Dr. Foster: *Another aspect of mentoring would be the Boy and Girl Scouts, Camp Fire, community organized clubs, churches, and synagogues. Indeed, studies of immigrants who made it despite street gangs and poverty indicate membership in such groups was the difference between failure and success.*

Dr. Goldstein: It may be difficult to steer, at least many of the kids I work with, to Scouting and things like that. We've tried to capture the same sentiment by forming what I like to call a prosocial gang. We call it the Anger Busters. We have T-shirts. I wish this was video you can see that over there. It's a circle with a slash, the stop sign thing, with a fist in it and it says Anger Busters, and we've done that in many ways, for the same reasons that Scouting and others can be so powerful, in part, and that has to do with group forces, group pressure and so on.

Dr. Foster: *I want to thank Prof. Arnold Goldstein for taking the time from his busy schedule to be interviewed for* Inside Education *on SUNY at Buffalo's WBFO.*

For those who wish to follow this discussion with additional readings, a bibliography follows.

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[1]William Schofield found that if the bulk of the psychiatrists, psychologists, and social workers he studied could select an ideal client, the client would be Youthful, Attractive, Verbal, Intelligent, and Successful (YAVIS). See:
Schofield, W. (1964). *Psychotherapy: The purchase of friendship.* Englewood Cliffs, NJ: Prentice Hall.

Submitted By:
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Editor's Note: The PREPARE Curriculum is described in detail in the next article and will be available from Research Press, Champaign, Illinois by the fall of 1988.

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PREPARE:
A Prosocial Curriculum for Aggressive Youth

by Arnold P. Goldstein

Introduction

It has been convincingly demonstrated during the past decade that aggressive behavior is *learned* behavior. Though the belief in instinct, not learning, as the primary source of human aggression dies hard, evidence to the contrary is overwhelming (Bandura, 1973; Goldstein, 1983). Not only is aggression primarily learned, but the manner in which such acquisition occurs has been shown in an extended series of social learning investigations to be no different from how all other behaviors – both antisocial and prosocial – are also learned. Thus, manipulativeness, cheating, teasing, bullying, as well as altruism, cooperation, sharing and empathy – and aggression – appear to be learned largely by means of either observational, vicarious experiences (e.g., seeing others perform the behavior and receiving reward for doing so) or direct experiences (e.g., enacting the behavior oneself and receiving reward for doing so).

Chronically aggressive youngsters are characteristically individuals with a life history in which, from their early years on, aggression was frequently used, and used successfully, by family, peers, media figures, and others constituting the youth's real-world environment. Such aggression by others, increasingly learned and used by the youth himself, is very often richly, reliably, and immediately rewarded. It works; it pays off; it is reinforced – thus making it behavior which is quite difficult to change. The fact that such youths are often markedly deficient in prosocial alternative behaviors, that is, in achieving life satisfactions and effectiveness via prosocial, rather than antisocial routes, makes their chronic aggressiveness all the more difficult to change.

And prosocially deficient they are. A substantial body of literature has directly demonstrated that chronically aggressive youngsters display widespread interpersonal, planning, aggression, management and other prosocial skill deficiencies. Freedman, Rosenthal, Donahoe, Schlundt & McFall (1978) examined the comparative skill competence levels of a group of such adolescents and a matched group (age, IQ, social background) of non-aggressive youth in response to a series of standardized role play situations. The aggressive adolescent sample responded in a consistently less skillful manner. Spence (1981) constituted comparable adolescent offender and non-offender samples, and videotaped their individual interviews with a previously unknown adult. The offender group evidenced significantly less (1) eye contact, (2) appropriate head movements, and, (3) speech, as well as significantly more fiddling and gross body movement. Conger, Miller & Walsmith (1965) add further to this picture of skill deficiency. They conclude from their evidence that juvenile delinquents, as compared to non-delinquent cohorts

> ... had more difficulty in getting along with peers, both in individual one-to-one contacts and in group situations, and were less willing or able to treat others courteously and tactfully, and less able to be fair in dealing with them. In return, they were less well liked and accepted by their peers. [p. 442]

Patterson, Reid, Jones & Conger (1975), also studying chronically aggressive youngsters, observe:

> The socialization process appears to be severely impeded for many aggressive youngsters. Their behavioral adjustments are often immature and they do not seem to have learned the key social skills necessary for initiating and maintaining positive social relationships with others. Peer groups often reject, avoid, and/or punish aggressive children, thereby excluding them from positive learning experiences with others [p. 4]

As Patterson et al (1975) appears to be proposing, the social competence discrepancy between aggressive youngsters and their non-aggressive peers has early childhood roots according to evidence provided by Mussen, Conger, Kagan and Gerwitz (1979). Boys who later became delinquent in their longitudinal study, were appraised by their teachers as less well-adjusted socially than their classmates as early as third grade. They appeared less friendly, responsible or fair in dealing with others, and more impulsive and antagonistic to authority. Poor peer relations – less friendly toward classmates, less well-liked by peers – were further developmental predictors of later delinquency. Thus, it may be safely concluded that prosocial skill deficiencies of diverse – especially interpersonal – types markedly characterized both the early development and adolescent behavior of delinquent and aggressive youngsters, to a degree that significantly differentiates them from their non-delinquent, non-aggressive peers.

Teacher and school administration response to aggressive, disruptive, difficult youngsters in America's secondary and elementary schools, as well as parental response to such behaviors in the home, has characteristically involved heavy reliance on one or another method designed to reduce or inhibit such negative behaviors, with relatively little companion effort explicitly directed toward increasing the frequency of alternative constructive behaviors. We have, in fact, become reasonably competent in at least temporarily decreasing or eliminating fighting, arguing, teasing, yelling, bullying, and similar acting-out, off-task behaviors. But in a relative sense we have attended rather little to procedures designed to teach negotiation skills; constructive responses to failure; management of peer group pressure; means for dealing effectively with teasing, rejection, accusations, anger, and so forth. The technology of interventions for decelerating negative behaviors will not detain us long in the present article. It is a technology well summarized and examined in a number of recent sources (Charles, 1985; Emmer, Everton, Sanford, Clements & Worsham, 1984; Evertson, Emmer, Clements, Sanford & Worsham, 1984; National School Resource Network, 1980; Walker, 1979; Weber, Crawford, Roff & Robinson, 1983). Two of the most heavily relied upon decelerative approaches, and paradoxically two of the least effective in terms of the long-term, are corporal punishment and verbal reprimands. Both certainly have their champions, and neither are lacking in at least some empirical support of their efficacy (Axelrod & Apsche, 1982; Newsom, Favell & Rincover, 1982; Van Houten, Nav, Mackenzie-Keating, Sameoto & Calavecchia, 1982). It is also clear, however, that their effectiveness often is quite temporary, and a complex function of a large number of considerations, including the likelihood, consistency, immediacy, duration and severity of their occurrence, as well as a number of characteristics of the punishing agent.

A central point with regard to the several means in use for reducing aggressive behavior in the classroom, home or community – whether corporal punishment, reprimands, or such more benign punishers as extinction, time out and response cost – is that none teaches alternative constructive responses. They suppress, but offer no substitutes. As we have commented elsewhere:

> A reprimand or a paddling will not teach new behaviors. If an aggressive youngster literally is deficient in the ability to ask rather than take, request rather than command, negotiate rather than strike out, all the ... scolding, scowling, spanking, and the like possible will not teach the youngster the desirable alternative behaviors. Thus, punishment, if used at all, must be combined with teacher efforts which instruct the youngster in those behaviors he knows not at all. (Goldstein & Keller, in press).

Constructive alternatives to aggression can be effectively taught to chronically aggressive youngsters. The present paper outlines our efforts in developing a comprehensive, prosocial curriculum for doing so.

22 *Prosocial Instruction – An Historical Overview*

Prosocial instruction in general, and the proposed PREPARE Curriculum in particular, have their roots in both Education and Psychology. The notion of literally seeking to teach prosocial behaviors has

often, if sporadically, been a significant goal of the American educational establishment. The Character Education Movement of the 1920s and more contemporary Moral Education and Values Clarification programs are three prominent examples. Others include Beck's Ultimate Life Goal approach (Beck, 1971), McPhail's Learning to Care Program (McPhail, Ungoed-Thomas & Chapman, 1975), the Public Issues Program (Newman & Oliver, 1970), Wilson's Moral Components approach (Wilson, 1972), Psychological Education (Mosher & Sprinthall, 1971), the Classroom Meeting (Glasser, 1969), and Identity Education (Weinstein & Fantini, 1970).

In a broad context in which the learning process has been Psychology's central concern for decades, its single most direct contribution to prosocial instruction comes from social learning theory, and in particular from the work conducted and stimulated by Albert Bandura. Based upon the same broad array of modeling, behavioral rehearsal, and social reinforcement investigations which helped stimulate and direct the development of our own approach to interpersonal skills training, Bandura (1973) comments:

> The method that has yielded the most impressive results with diverse problems contains three major components. first, alternative modes of response are repeatedly modeled, preferably by several people who demonstrate how the new style of behavior can be used in dealing with a variety of ... situations. Second, learners are provided with necessary guidance and ample opportunities to practice the modeled behavior under favorable conditions until they perform it skillfully and spontaneously. The latter procedures are ideally suited for developing new social skills, but they are unlikely to be adopted unless they produce rewarding consequences. Arrangement of success experiences, particularly for initial efforts at behaving differently, constitute the third component in this powerful composite method ... Given adequate demonstration, guided practice, and success experiences, this method is almost certain to produce favorable results.
> [p. 253]

Both the spirit and substance of this earlier perspective by Bandura (1973) are thoroughly reflected in the teaching procedures and instructional goals of the first PREPARE course presented below. Interpersonal Skills Training. It should also be noted that several other social learning approaches to the enhancement of prosocial interpersonal skills have also emerged in recent years, including Skills Education (Adkins, 1970, 1974), Social Skills Training (Argyle, Trower & Bryand, 1974), AWARE: Activities for Social Development (Elardo & Cooper, 1977), Relationship Enhancement (Guerney, 1977), Teaching Conflict Resolution (Hare, 1976), Developing Human Potential (Hawley & Hawley, 1975), ASSET (Hazel, Schumaker, Sherman and Sheldon-Wildgen, 1981, Interpersonal Communication (Heiman, 1973), and Directive Teaching (Stephens, 1978).

Thus, though both Education and Psychology have begun to seriously seek to meet the challenge of developing means for enhancing positive behaviors. It is in this latter spirit that we began the development of the PREPARE Curriculum, and in that spirit we seek the opportunity for its further development and refinement.

The PREPARE Curriculum

General Considerations

There are a number of qualities of the proposed curriculum which we wish to briefly comment upon, before considering its constituent courses, namely its intended purpose, planned comprehensiveness, relevance, complementarity of courses, prescriptiveness, and open-endedness.

Purpose. It is our hope, and our goal, to develop a means for teaching chronically aggressive adolescents and younger children the prosocial competencies they need to lead effective and satisfying lives with minimal need to resort to antisocial routes to these same desired life goals. We have named the proposed curriculum PREPARE in the literal hope that that is precisely what it will accomplish.

Comprehensiveness. Most interventions provided aggressive, disruptive or even delinquent youth in school, clinic, community or incarceration settings are far, far too piecemeal in their impact. A youngster's daily living experiences for ten or more years may have taught him such lessons as "aggression pays", "might makes right" and "take, don't ask". Surely, we are wearing blinders to hope that a weekly counseling session, or occasional use of time-out, or three days of in-school suspension can make a dent in altering such life-long learning. To have even a chance of success, our interventions must be encompassing, long-term, and powerful. We intend that PREPARE be a step in just such a comprehensive direction.

Relevance. The curriculum's constituent courses, it is our aspiration, will be functionally useful and valuable from the perspective of the youth to whom they will be taught, as well as to the major figures in their real-life environments. To maximize this quality of relevance, the prosocial competency areas we plan to develop into courses were selected based upon not only the relevant professional literature, but also in active and continuing consultation with both teachers and other youth-care professionals and, especially, with adolescent and younger child "consultants" themselves.

Complementarity. The several competencies which the proposed curriculum seeks to teach are optimally used in the real-world functioning of its recipients in sets, subsets, patterns or combinations. We intend to design its constituent courses with this patterning goal in mind, and will later point to specific examples of groupings and sequencing of courses in such a manner that their respective gains have the potential for building upon one another.

Prescriptiveness. We believe strongly that offerings such as the proposed curriculum will yield maximal effectiveness when employed in a tailored, differential, prescriptive manner. Different courses, course combinations, and course sequencing for different youths are components of effective implementation. While such a goal is clearly as much a matter of assessment of deficit as the course offerings per se, preparation for prescriptive usage begins with attention to course development parameters. Thus, the courses to be developed must vary not only in content or focus, but also on such dimensions as difficulty, abstractness/concreteness, immediacy of usage, media employed, and other prescriptiveness-permitting parameters.

Open-Endedness. To plan and develop the proposed curriculum we have and will draw upon the relevant bodies of professional literature; our own decades of curriculum building and evaluation experience, and that of a panel of real-world teachers and youth-care consultants; feedback from adolescent and younger child trainees themselves; as well as systematic evaluation research. While we are *temporarily* pleased with the comprehensiveness of the curriculum, we are well aware of the manner in which new research findings, emerging societal needs, and developments in the pedagogy of curriculum delivery each may make desirable the addition to this curriculum of yet other courses, and the deletion from it of existing courses. Our intention, therefore, is decidedly open-ended, with a willingness and even eagerness to be responsive to such change considerations as our efforts progress.

Course Offerings

The courses described below (see figure 1) are of three types: (A) courses in place – those fully developed and evaluated already (courses 1,2,3); (B) courses in development – those partially developed and currently undergoing evaluation (courses 4,5); and (C) courses in initial planning – those still very early in their formation (courses 6,7,8,9,10).

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Figure 1: PREPARE: A Prosocial Curriculum for Aggressive Youth

Course 1.	Interpersonal Skills Training
Course 2.	Anger Control Training
Course 3.	Moral Reasoning Training
Course 4.	Problem Solving Training
Course 5.	Empathy Training
Course 6.	Social Perception Training
Course 7.	Anxiety Management
Course 8.	Cooperation Training
Course 9.	Building a Prosocial Support Group
Course 10.	Understanding and Using Group Processes

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Course 1. Interpersonal Skills Training

Via a sequence of didactic procedures we termed Structured Learning, we have since 1970 sought to teach an array of interpersonal, prosocial competencies to aggressive youth and children (Goldstein, 1973, 1981; Goldstein, Carr, Davidson & Wehr, 1981; Goldstein, Sprafkin, Gershaw & Klein, 1980). In this approach, small groups of chronically aggressive youngsters with shared prosocial skill deficiencies are (1) shown several examples of expert use of the behaviors constituting the skills in which they are weak or lacking (e.g., *modeling*); (2) given several guided opportunities to practice and rehearse these competent interpersonal behaviors (e.g., *role playing*); (3) provided with praise, re-instruction, and related feedback on how well their role playing of the skill matched the expert model's portrayal of it (e.g., *performance feedback*); and (4) encouraged to engage in a series of activities designed to increase the chances that skills learned in the training setting will endure and be available for use when needed in the school, home, community, institution or other real-world setting (e.g., *transfer training*).

By means of this set of didactic procedures, we have been able to teach such youngsters a 50 skill curriculum, organized into six groupings:

A. *Beginning Social Skills*, e.g., "Starting a Conversation", "Introducing Yourself", "Giving a Compliment".

B. *Advanced Social Skills*, e.g., "Giving Instructions", "Apologizing", "Convincing Others".

C. *Skills for Dealing with Feelings*, e.g., "Dealing with Someone Else's Anger", "Expressing Affection", "Dealing with Fear".

D. *Skill Alternatives to Aggression*, e.g., "Responding to Teasing", "Keeping Out of Fights", "Helping Others".

E. *Skills for Dealing with Stress*, e.g., "Dealing with Being Left Out", "Responding to Failure", "Dealing with an Accusation".

F. *Planning Skills*, e.g., "Setting a Goal", "Arranging Problems by Importance", "Deciding What Caused a Problem".

We have conducted approximately 30 investigations evaluating the effectiveness of this interpersonal skills training approach. Skill acquisition (Do they learn it?) is a reliable outcome, occurring in well over 90% of the aggressive adolescent and younger child trainees involved (Goldstein, 1981; Goldstein, et al, 1980; McGinnis & Goldstein, 1984). Skill transfer (Do they use the skills in real-world settings?) is a less frequent outcome thus far, occurring in about half of the trainees involved. Of great importance here, however, is the manner in which we have been able to show that transfer can be and is increased to the degree that one's training effort incorporates a series of recently developed transfer-enhancing techniques (Goldstein & Kanfer, 1979; Goldstein & Keller, In press; Karoly & Steffan, 1980). Clearly, Interpersonal Skills Training is an established and valuable part of a prosocial instructional curriculum.

Course 2. Anger Control Training

Anger Control Training was developed by Feindler and her research group at Adelphi University (Feindler, Marriott & Iwata, 1984), and substantially modified by us in separate programs involving disruptive elementary school children (Keller, Goldstein, Wynn & Glick, in progress) and incarcerated juvenile delinquents (Goldstein, Glick, Reiner, Zimmerman & Coultry, 1986). In contrast to the direct facilitation of prosocial behavior in Interpersonal Skills Training, Anger Control Training facilitates indirectly, by teaching means for inhibiting anger and loss of self-control. Participating youngsters are taught, over a one-term span, how to respond to provocations to anger by: (1) identifying their external and internal triggers; (2) identifying one's own physiological/kinesthetic cues which signify anger; (3) using reminders, which are self-statements designed to function opposite to triggers; [i.e., to lower one's anger-arousal level]; (4) using reducers, to further lower anger via deep breathing, counting backwards, imagining a peaceful scene, or contemplating the long-term consequences of one's anger-associated behavior; and (5) self-evaluation, in which one judges how adequately anger control worked, and rewards oneself when it worked well. Our implementation of Anger Control Training was systematically evaluated for effectiveness as part of a three-course set, to be discussed below.

Course 3. Moral Reasoning Training

Armed with both the ability to respond to the real-world prosocially, and the skills necessary to stifle or at least diminish impulsive anger and aggression, will the chronically acting-out youngster in fact choose to do so. To enhance the likelihood that such will in fact be his frequent choice, one must enter, we believe, into the realm of moral values. In a long and pioneering series of investigations, Kohlberg (1969, 1973) has demonstrated that exposing youngsters to a series of moral dilemmas, in a discussion-group context which includes youngsters reasoning at differing levels of moral thinking, arouses an experience of cognitive conflict whose resolution will frequently advance a youngster's moral reasoning to that of the higher level peers in the group. While such moral reasoning stage advancement is a reliable finding, as with other single interventions, efforts to utilize it by itself as a means of enhancing actual overt moral behavior have yielded only mixed success (Arbuthnot & Gordon, 1983; Zimmerman, 1983)—perhaps, we would speculate, because such youngsters did not have in their behavior repertoires either the actual skill behaviors for acting prosocially or for successfully inhibiting the antisocial. Consistent with our curriculum development goal of course complementarity, we thus reasoned and have in fact been able to show that Kohlbergian Moral Education has marked potential for providing constructive directionality toward prosocialness and away from anti-socialness in youngsters armed with the fruits of both Interpersonal Skills Training and Anger Control Training (Goldstein, et al, 1986).

Course 4. Problem Solving Training

Aggressive adolescents and younger children are frequently deficient not only in knowledge of and ability to use such prosocial competencies as the array of interpersonal skills and anger control techniques taught in Courses 1 and 2, but they may also be deficient in other ways crucial to the use of prosocial behavior. They may, as Ladd & Mize (1983) point out, be deficient in such problem solving competencies as "(a) knowledge of appropriate *goals* for social interaction, (b) knowledge of appropriate *strategies* for reaching a social goal, and (c) knowledge of the *contexts* in which specific strategies may be appropriately applied". (p. 130)

An analogous conclusion flows from the research program on interpersonal problem solving conducted by Spivack, Platt & Shure (1976). At early and middle childhood, as well as in adolescence, chronically aggressive youngsters were less able than more typical youngsters to function effectively in most problem solving sub-skills, such as identification of alternatives, consideration of consequences, determining causality, means-ends thinking, and perspective taking.

Several programs have been developed already in an effort to remediate such problem solving deficiencies with the types of youngsters of concern here (DeLange, Lanham & Barton, 1981; Giebink, Stover & Fahl, 1968; Sarason & Sarason, 1981). Such programs represent a fine beginning, but problem solving deficiency in such youth is substantial (Chandler, 1973; Selman, 1980; Spivack, et al, 1976), and substantial deficiencies require substantial, longer-term, more comprehensive interventions. The course under development here seeks to provide just such an effort. In our early pilot development of it, it is a longer-term (than existing programs) sequence of such graduated problem solving skills as reflection, problem identification, information gathering, perspective taking, identification of alternatives, consideration of consequences, and decision-making. Our initial evaluation of this sequence with an aggressive adolescent population has yielded significant gains in problem solving skills thus defined, substantially encouraging further development of this course (Grant, 1986). These results give beginning substance to our assertion made earlier that

> Individuals can be provided systematic training in problem solving skills both for purposes of building general competence in meeting life's challenges, and as a specific means of supplying one more reliable, prosocial alternative to aggression. (Goldstein, 1981)

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Course 5. Empathy Training

We are especially interested in the inclusion in the PREPARE Curriculum of a course designed to enhance the participating youth's level of empathy for two reasons. Expression of empathic understanding, it seems, can simultaneously serve as an inhibitor of negative interactions and a facilitator of positive ones. Evidence clearly demonstrates that

> ... responding to another individual in an empathic manner and assuming temporarily their perspective decreases or inhibits one's potential for acting aggressively toward the other (Feshbach, 1982; Feshbach & Feshbach, 1969). Stated otherwise, empathy and aggression are incompatible interpersonal responses, hence learning to be more skilled in the former serves as an aid to diminishing the latter. (Goldstein, et al, 1986, p. 309)

The notion of empathy as a facilitator of positive interpersonal relations stands on an even broader base of research evidence. Our recent review of the literally hundreds of investigations inquiring into the interpersonal consequences of empathic responding reveal such responding to be a consistently potent promoter of interpersonal attraction, dyadic openness, conflict resolution, and individual growth (Goldstein & Michaels, 1985). It is a most potent facilitator indeed.

This same review effort led us to define empathy as a multi-stage process of perception of emotional cues, affective reverberation of the emotions perceived, their cognitive labeling, and communication and, correspondingly, to develop a multi-stage training program by which these four constituent components could be taught. At the time of this writing, we are in the process of developing concrete lesson plans and materials so that this Empathy Training course can be both implemented and evaluated for its empathy-enhancing effectiveness.

Course 6. Social Perception Training

Once armed with the interpersonal skills necessary to respond prosocially to others (Course 1,2,3), the problem-solving strategies underlying skill selection and usage (Course 4), and a fuller, empathic sense of the other person's perspective (Course 5), the chronically aggressive youngster may still fail to behave prosocially because he or she "misreads" the context in which the behavior is to occur. A major thrust in psychology of the past 15 years has been this emphasis on *the situation or setting*, as perceived by the individual, and its importance in determining overt behavior. Morrison and Bellack (1981) comment, for example:

> ... adequate social performance not only requires a repertoire of response skills, but knowledge about when and how these responses should be applied. Application of this knowledge, in turn, depends upon the ability to accurately 'read' the social environment: determine the particular norms and conventions operating at the moment, and to understand the messages being sent ... and intentions guiding the behavior of the interpersonal partner. (p. 70)

Dil (1972), Emery (1975) and Rothenberg (1970) have each shown that emotionally disturbed youngsters, as well as those "socially maladjusted" in other ways are characteristically deficient in such social perceptiveness. Furnham and Argyle (1981) observe:

> ... it has been found that people who are socially inadequate are unable to read everyday situations and respond appropriately. They are unable to perform or interpret nonverbal signals, unaware of the rules of social behavior, mystified by ritualized routines and conventions of self-presentation and self-disclosure, and are hence like foreigners in their own land. (p. 37)

Argyle, Furnham & Graham (1981) and Backman (1979) have stressed this same social-perceptual deficit in their work with aggressive individuals. Yet, we believe that the ability to accurately "read" social situations can be taught, and we intend to do so with this proposed course. Its planned contents will be responsive to the valuable leads provided in this context by Brown and Fraser (1979) who propose three salient dimensions of accurate social perceptiveness, (1) the *setting* of the interaction and its associated rules and norms. (2) the *purpose* of the interaction and its goals, tasks, and topics, and (3) the *relationship* of the participants, their roles, responsibilities, expectations, and group memberships.

Course 7. Anxiety Management

We have oriented each of the preceding course descriptions toward either directly enhancing prosocial competency (e.g., Interpersonal Skills Training, Moral Reasoning, Social Perceptiveness), or reducing qualities that inhibit previously-learned or newly-acquired prosocial competency (e.g., Anger Control Training). The proposed course we now wish to describe is of this latter type. It has been demonstrated by Arkowitz, Lichtenstein, McGovern & Hines (1975) and Curran (1977) that individuals may possess an array of prosocial skills in their repertoires, but not employ them in particularly challenging or difficult situations because of anxiety. A youth may have learned well the Interpersonal Skills Training skill "Responding to Failure", but his embarrassment at a failing grade in front of his teacher or his missing a foul shot in front of his friends may engender a level of anxiety which inhibits proper use of this skill. A young woman may possess the problem solving competency to plan well for a job interview, but perform poorly in the interview itself as anxiety, as it were, "takes over." Such anxiety–inhibition as a source of prosocially incompetent and unsatisfying behavior may be especially prevalent in the high peer–conscious adolescent years.

A series of self-managed procedures exist by means of which anxiety may be substantially reduced. It is these procedures which form the contents of the proposed Anxiety Management course. Participating youngsters will be taught systematic deep muscular relaxation, (Benson, 1975; Jacobson, 1964), meditation techniques (Assagioli, 1973; Naranjo & Ornstein, 1971), environmental restructuring (Anderson, 1978), exercise (Walker, 1975) and related means for the management, control and reduction of anxiety.

Course 8. Cooperation Training

Chronically aggressive youth have been shown to display a personality trait pattern quite often high in egocentricity and competitiveness, and low in concern for others and cooperativeness (Pepitone, 1985; Slavin, et al, 1985). We propose herein to design and offer a course in Cooperation Training not only because enhanced cooperation among individuals is a valuable social goal, but also because of the several valuable concomitants and consequences of enhanced cooperation. An extended review of research on one major set of approaches to cooperation training, namely "cooperative learning", (see below) reveals outcomes of enhanced self-esteem, group cohesiveness, altruism and cooperation itself, as well as reduced egocentricity. As long ago as 1929, Maller commented:

> The frequent staging of contests, the constant emphasis upon the making and breaking of records, and the glorification of the heroic individual achievement ... in our present educational system lead toward the acquisition of competitiveness. The child is trained to look at the members of his group as constant competitors and urged to put forth a maximum effort to excel them. The lack of practice in group activities and community projects in which the child works with his fellows for a common goal precludes the formation of habits of cooperativeness ... (p. 163)

It was many years before the educational establishment responded concretely to this Deweyian-like challenge, but when it did it created a wide series of innovative, cooperation-enhancing methodologies, each of which deserves long and careful application and scrutiny both in general educational contexts as well as, in our instance, with particularly non-cooperative youth. We refer to the cooperative learning methods: Student Teams–Achievement Divisions (Slavin, 1980), Teams–Games–Tournaments (Slavin, 1980), Jigsaw Classrooms I (Aronson, 1978), Jigsaw Classrooms II (Slavin, 1980), Group-Investigation (Sharon & Hertz-Lazarowitz, 1980), and Co-op Co-op (Kagan, 1985). Using shared materials, interdependent tasks, group rewards, and similar features, these methods (applied to any content area–mathematics, social studies, etc.) have consistently yielded the several interpersonal, cooperation-enhancing, group and individual benefits noted above.

In our proposed course, we wish to sort through the existing methods, adding aspects of our own, and seek to prescriptively tailor a cooperative learning course sequence of special value for chronically aggressive youth. In doing so, we will make use not only of the many valuable features of the cooperative learning approaches noted above but, in addition, responding to the physical action orientation typical of such youth, we will also in our course contents planning rely heavily on cooperative sports and games. Such athletic activity, while not yet popular in the United States, does exist elsewhere in both action and written document (Orlick, 1978a, 1978b, 1982; Fluegelman, 1981). Collective score basketball, no hitting football, cross-team rotational hockey, collective fastest time track meets and other

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sports restructured to be, what cooperative gaming creators term "all touch" "all play" "all positions" "all shoot" and cooperative in other playing and scoring ways may seem strange to the typical American youth, weaned on highly competitive, individualistic sports, but it appears to us to be a valuable additional channel to be utilized with aggressive youth toward the goal of cooperation enhancement.

Course 9. Building a Prosocial Support Group

Aggressive youth quite typically are regularly exposed to highly aggressive models in their interpersonal worlds. Parents, siblings, and peers each are quite frequently chronically aggressive individuals themselves. (Knight & West, 1975; Loeber & Dishion, 1983; Osborn & West, 1979; Robins, West & Herjanic, 1975). Simultaneously, there tend to be relatively few, countervailing prosocial models available to be observed and imitated. When they are, however, such prosocial models can apparently make a tremendous difference in the daily lives and development of such youth. In support of this assertion we may turn not only to such community-provided examples of prosocial modelling as Big Brothers, Police Athletic League, Boy Scouts, and the like, and not only to the laboratory research consistently showing that rewarded prosocial behaviors (e.g., sharing, altruism, cooperation) are quite often imitated (Bryan & Test, 1967; Evers & Schwarz, 1973; Canale, 1977), but also to more direct evidence. For example, Werner and Smith (1982), in their impressive longitudinal study of aggressive and non-aggressive youth, *Vulnerable but Invincible*, clearly demonstrated that many youngsters growing up in a community characterized by high crime, high unemployment, high school drop out and high levels of aggressive models, were indeed able to sail on through, as it were, and develop into effective, satisfied, prosocially-oriented individuals if they had had sustained exposure to at least one significant prosocial model—be it parent, relative or peer.

Since such models are often scarce in the real-world environments of the youth PREPARE is intended to serve, efforts must be put forth to help these youth identify, encourage, attract, elicit, and at times perhaps even create sources and attachments to others who not only—as models—function prosocially themselves, but who can also serve as sustained sources of direct support for the youth's own prosocially-oriented efforts.

Our course contents for teaching such identification, encouraging, attraction, elicitation, and creation skills will rely in part on both the teaching procedures and certain of the interpersonal skills which constitute our Structured Learning skills training curricula for adolescents (Goldstein, et al, 1980) and younger children (McGinnis & Goldstein, 1984). In addition, other relevant procedures and materials, yet to be determined, will also be employed.

Course 10. Understanding and Using Group Processes

Adolescent and pre-adolescent acute responsiveness to peer influences is a truism frequently drawn in both lay and professional literature on child development. It is a conclusion resting on a very solid research foundation (Baumrind, 1975; Field, 1981; Guralnick, 1981; Manaster, 1977; Moriarty & Toussieng, 1976; Rosenberg, 1975). As a curriculum designed to enhance prosocial competencies, it is especially important that PREPARE include a segment giving special emphasis to group—especially peer—processes. Its title includes both "understanding" and "using" because both are clearly its goal. Participating youth will be helped to understand such group forces and phenomena as peer pressure, clique formation and dissolution, leaders and leadership, cohesiveness, imitation, reciprocity, in-group vs. out-group relations, developmental phases, competition, within-group communication and its failure, and similar processes.

For such understanding to have real-world value for participating youth (the "using" component of our course title), this course's instructional format will consist almost exclusively of group activities in which, *experientially*, participants can learn means for effectively resisting group pressure when one elects to do so, for seeking and enacting a group leadership role, for helping build and enjoy the fruits of group cohesiveness, and so forth. Examples of specific activities of apparent value for such group-experiential learning include such group simulations, structured experiences and gaming as "Assessment of Leadership Style," "Committee Meeting: Demonstrating Hidden Agendas," "Process Observation: A Guide," "Top Problems: A Consensus-Seeking Task," "Dealing with Shared Leadership," "Conflict Resolution: A Collection of Tasks," "Group on Group," "Line Up and Power Inversion," "Polarization: A Demonstration," "Not Listening: A Dyadic Role Play," "Towers: An Intergroup Competition," and "Peer Perceptions: A Feedback Experience," (Pfeiffer & Jones, 1969; Thayer & Beeler, 1975).

The foregoing prosocial courses developed, in development, and planned for development constitute the proposed PREPARE Curriculum. As a group, they comprise our curriculum development plans for the next two years. But earlier we stressed the continuing value, even necessity, of open-endedness in curriculum planning—for aggressive youth or otherwise. In this spirit, we wish to indicate that, in addition to the full development of the courses described above, our immediate plans also include the initial, feasibility-study examination of a number of other possible courses in such prosocial competency areas as Negotiation Training, Parenting Training, Creativity Training, Dealing with Authority Figures, and others.

Curriculum Delivery

Substantial gains in prosocial competency will occur in youth receiving the proposed curriculum not only if the *contents* of its constituent courses are creatively and prescriptively developed, but also if the *delivery* of the courses is conducted in a creative and prescriptive manner. There are a number of special problems associated with teaching chronically aggressive youth, and the PREPARE Curriculum we believe, must attend to them in order to maximize its probability of success. The *Teachers Guide* we will prepare will address four concerns.

1. ***Assessment of Deficit***—For prescriptive programming of the PREPARE courses to be possible, each youth's proficiency-deficiency status on course-relevant dimensions must be reliably ascertained. Four complimentary approaches to deficit assessment will be addressed: naturalistic observation, role play or simulation testing, interviews with the youth and significant others, and skill competency inventories.

2. ***Classroom Management***—The rate of aggressive, disruptive, off-task behavior among youth for whom PREPARE is intended is likely to be high. In other contexts, we have devoted a great deal of attention to means for effectively managing such behaviors and getting on with teaching activities (Goldstein, Apter & Harootunian, 1984; Goldstein & Keller, in press). The *Teachers Guide* we will prepare will seek to address this area of concern in depth.

3. ***Enhancing Prosocial Motivation***—It serves both society and the youth participating in PREPARE rather little if they learn its substance well but rarely use it. *Functioning* prosocial competency means knowing what to do (what, where, when, with whom), and being motivated to do so. Prosocial competency training must address this crucial motivational concern, and we plan to do so along both achievement motivation paths (Alschuller, Tabor & McIntyre, 1980; DeCharms, 1976; McClelland, 1965), via procedures for the enhancement of internal self-regulatory mechanisms (Bar Tal & Raviv, 1982; Kochanska, 1984), and by use of approaches designed to alter one's attributions and increase one's expectancies for successful outcomes.

4. ***Transfer and Maintenance of Learning Gains***—An effective curriculum not only imparts new knowledge and skills, but does so in such a manner that material learned is retained and available for use by the learner in other than classroom settings (i.e., transfer) and enduringly over time (i.e., maintenance). The development and evaluation of techniques for enhancing both transfer and maintenance has been the primary focus of our own research program for the past 15 years, and a number of effective enhancers have been developed and identified (Goldstein, 1981; Goldstein & Kanfer, 1979). Most recently, we have sought to fine tune this thrust in development research concerned with transfer and maintenance enhancement when working with aggressive individuals (Goldstein & Keller, in press). This focus will be a major emphasis in the planned *Teacher's Guide*.

The four curriculum delivery arenas we have addressed do not exhaust the special concerns which fruitfully will be examined in our planned *Teacher's Guide* for the PREPARE Curriculum. What other concerns additionally ought be included will, we are certain, emerge from the course development efforts which lie ahead.

CURRICULUM EVALUATION

Our research group has conducted a great many evaluation studies bearing directly upon the PREPARE Curriculum. Most are in the Interpersonal Skills Training domain (see Goldstein, 1981 for a comprehensive report of these 30 investigations). Recently, however, we completed a two-year evaluation of a subset of PREPARE courses (Courses 1, 2 and 3) which we labeled, as a group, Aggression Replacement Training. This subset, it should be noted, yielded an extended series of substantial positive changes in prosocial competency in samples of highly aggressive adolescents, (Goldstein, et al, 1986).

We are eager to continue our evaluation program, focussing progressively on all of the PREPARE courses as their initial development is completed and their sustained classroom utilization occurs.

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Getting out a journal is fun, but it's no picnic.

If we print jokes, people say we are silly;

If we don't, they say we are too serious.

If we clip things from other magazines, we are too lazy to write them ourselves;

If we don't, then they say that we are too proud of our own stuff.

If we don't print contributions, we don't appreciate true genius;

If we do print them, the page is filled with junk.

Now, very likely, someone will say that we swiped this from someone else—WE DID!

PRACTICAL STRATEGIES FOR PROMOTING SOCIAL INTERACTION OF STUDENTS WITH DEHAVIORAL DISORDERS THROUGH CREATIVE DRAMA

by Cynthia L. Warger

One of the defining characteristics of behaviorally disordered students is their limited social skills. To expand their social skills, students with behavior disorders need opportunities where they can successfully learn to get along with each other; they need to learn and practice social interaction skills. Unfortunately, their teachers often find it very difficult to provide opportunities for positive social interaction.

Creative drama is one viable program alternative that incorporates the development of social interaction skills with creative expression activities (Behr, Snyder, & Clopton, 1979; Hensel, 1977; Jennings, 1978; Shaw and Stevens, 1979). Too often in the special education curriculum, the dramatic arts are overlooked because teachers fear that the lack of structure inherent in many of the activities will precipitate problematic student behavior. However, in over fifteen years of experience developing and executing drama programs for this population, this author has found that drama techniques *can* be carefully structured to ensure accessibility for students with behavioral disorders. The purpose of this article is to describe how teachers can develop and adapt a drama program that promotes positive social interaction for school-aged students with mild and moderate behavioral disorders (for a discussion of how the activities can be used with severely involved students, see Warger, 1984).

Elements of a Drama Curriculum

Creative drama, the informal branch of children's drama, is defined as those forms of improvised drama played with spontaneous dialogue and action (Duke, 1974). The recreational and educational applications of creative drama have been to provide participants with immediate and dynamic experiences in interacting with others. The objective is generally not to produce theatrical presentations for an audience (Faulkes, 1975).

A creative drama curriculum includes the following basic elements:

- **Sense Awareness.** The goal is for students to explore the environment using their senses. Exploration takes the form of reacting to stimuli, acting on the environment to initiate social response, and developing observation skills.
- **Pantomime.** Pantomiming usually begins with students pretending to use imaginary objects, and progresses to students becoming objects and/or characters interacting with imaginary objects. The goal is for students to develop their nonverbal communication skills.
- **Dialogue.** Dialogue involves verbal expression, the goal being to become proficient in expressing oneself verbally in interactions with others.
- **Characterization.** Although characterization cuts across pantomiming and dialogue, it is isolated here to highlight the goal it represents: to take on the role of another.
- **Improvisation.** Once students have mastered pantomiming, dialogue and characterization, improvisation is introduced. Improvisation offers students an opportunity to solve a problem or make a decision. It requires students to react to certain environmental and/or social challenges, and to experience the consequences of their actions.
- **Story Drama.** The goal here is to have students enact a story. Story drama differs from a theatrical play in that lines are not formally memorized (rather students learn the story and enact it, usually somewhat differently each time) and the goal is not to present the drama to an audience (even though this may occur). Story drama provides students with an opportunity to experience how it feels to be another person in a specific situation.
- **Theatrical Materials.** Some teachers include in the curriculum creating and working with theatrical materials. For example, students may be taught how to create costumes, props, scenery, and masks, as well as learn make-up techniques. Puppets may also be included here. In any case, everything that is created is intended for a functional purpose—that is, it is expected that students will use their creations in a dramatic activity.

The underlying process of creative drama is the spontaneous dramatic play of young children, the guided dramatic play of older children, and the improvisational games, characterizations and dramatizations that arise from interacting with the environment (McIntyre, 1974). With these processes serving as a foundation, creative drama activities can be seen as mirroring the natural developmental stages of childhood play (Warger, 1985). For example, sense awareness activities can be seen as representing the initial stage of play where children explore and respond to a variety of stimuli in a variety of ways. As children develop control over their environment, they begin to imitate it; as their ability to imitate increases, symbolic behavior emerges. Pantomime and dialogue closely parallel this symbolic stage. As children begin to interact during symbolic play, sociodramatic play emerges. Improvisation resembles sociodramatic play. Thus, drama can be viewed as providing a medium for fostering those skills resulting from natural childhood play which may have been arrested or underdeveloped in children with behavioral disorders.

Planning for Drama Activities

Analyze Your Student Needs

If drama activities are being used as a vehicle for student interaction, then prior to selecting activities for a lesson, analyze the needs of the student group. Using the Quay and Peterson (1975) behavior problem classification system for students with behavioral disorders, there are several types of behaviors and/or characteristics that particularly affect drama work. Drama activities will need to be planned accordingly to fit student needs:

- **Conduct Disordered.** If students who have difficulty controlling their acting out behaviors (e.g., physical contact with other students, negative verbal statements towards other students, etc.) represent the majority of students in your group, then select activities that move quickly, allow for a large amount of attention to be focused on each student, take place in a confined area, and which do not focus on themes that tend to "charge up" the students (e.g., race cars). Plan for no more than 15 minute sessions. If only one or two students have these characteristics, then have them sit next to you or your aide.
- **Social Withdrawal.** For students who have difficulty interacting with others, plan activities where individuals can participate within the group, rather than alone in front of the group. For some students, choose nonverbal activities in the initial stages.
- **Immature.** For students who tend to exhibit immature or silly behaviors (e.g., giggling, making inappropriate noises, etc.), select activities that provide a constructive outlet for these behaviors. For example, for students who make funny faces, select an activity that requires this behavior (e.g., have each student pose as a famous clown behind a large picture frame, add sound effects to a story that you read).
- **Socialized Delinquency.** Some older students have a strong need to appear mature in front of their peer group. For these students, select activities that have a reality-based theme and that require verbal rather than non-verbal responses.

Although this above list is not all-inclusive, it should provide a beginning guide when selecting particular activities for a group.

Select the Activities

There are a number of books which contain drama activities that can be used and/or adapted for use with behaviorally disordered students (see for example, Behr, Snyder, & Clopton, 1979; Jennings, 1978; McCaslin, 1987a,b; Spolin, 1963). Prior to final selection, each activity should be task analyzed and all relevant task elements (such as prerequisite cognitive, motor, and affective skill level; input mode of presentation and output mode of task completion; motivation and interest level; social interaction requirements) should be identified. Additionally, the content or level of play behavior represented in the activity – imitative, symbolic, or sociodramatic – must be determined (See Warger, 1985, for examples of this process).

Because it is often difficult to find activities that appeal to the behavior disordered population, teachers might prefer to develop their own. Over the years, this author has found that the following basic strategies offer virtually unlimited opportunities for developing activities for this population:

- **Transformation.** Students become something or someone else by the transforming powers of a "magical" instrument (e.g., wand, potion) or command. For example, using a pretend hypodermic needle out of a child's doctor bag, students can transform each other into jungle animals. Or, after pretending to eat an entire cake, students' stomachs can be transformed into a giant bag of sugar.
- **"Guess What's Inside".** Students are instructed to either show or react to what they pretend to find inside of or behind an object. Actual props (e.g., box, container, burlap sack, etc.) can be used as a focus, or to signal the presence of an imaginary object or condition (e.g., a large ring with keys that fit into an imaginary lock on a door or treasure chest; a stethoscope that amplifies the unusual sounds emanating from one's armpit, knee, or big toe).
- **"Surprise Your Partner".** These activities allow students to give their partners something "unique" to react to. For example, during a session prior to Thanksgiving vacation, students who had been transformed into witches cooked up a special gourmet delicacy for their partners to taste; other students had been transformed into the President and first Lady and were instructed to spill the gravy on their White House guests. Props can also be used as a focus (e.g., using a stadium cushion, students instructed their partners to "sit on it" as if it were a pile of mashed potatoes, a pizza, etc.).
- **Trigger Lines.** Sentences can be used to "trigger" the development of characters and scenes. For example, using the line "What are you doing here?", students can be instructed to say it with different emotion and different voice inflections. Saying this particular line with a terrified whisper can lead to a different scene, than if the line is said in a loud, forceful voice. Students can also say a trigger line to their partners, who must respond with their own line (e.g., a student role-playing a groundskeeper of a movie star's mansion says, "What are you doing?", to which the partner must respond).
- **Vary Elements.** An unusual element can be added to ordinary situations. For example, a hairdresser may discover that the client has a hole in his/her head; every time a container of ice cream is opened, a voice from inside says "please don't eat me"; a student gets stuck on an elevator with a famous person.
- **Scripting.** Students can be instructed to respond (e.g., verbally or nonverbally, with or without movement, etc.) to a story or sequence of directions delivered by the teacher. Both the sequence of events and language used by the teacher should be simple; repetition of actions and words should also be incorporated into the script. For example, students can be instructed to make sound effects at designated points during a story. Or, students can respond with movements to the following script:

> You really want to earn some extra money to buy_____(fill in whatever would appeal to the group). You ask your teacher if he/she will give you a job (optional dialogue here). You plead with your teacher, you beg your teacher ... finally, your teacher says, "Well, I do have a job if you're interested. " The job is picking up the garbage in the cafeteria. You pull out the bag and open it. First you find a fish skeleton. Pick it up and put it in your bag ... (You can list a number of objects such as a smelly sock, gelatin, applesauce, toenails, etc.).

How To Conduct Activities

Orientation

Initially, students should become oriented to drama just as they would for any new activity. To establish a context for the drama work, teachers can begin by discussing what drama is with the students, tying in students' favorite actors/actresses, television programs, and movies. It might be helpful to point out that most actors and actresses attend classes where they participate in activities very similar to the ones in which the students will be participating.

At this time, introduce and provide practice with the major rule – "Freeze". Inform the students that "freeze" is a rule that they must follow if they want to participate in drama activities. Next, begin a practice activity where "freeze" is periodically called out:

> (Note: Model this activity with the students) Shake out your hands, faster, faster, "Freeze". Shake them over your shoulders, "Freeze". Now shake them up and down your legs, "Freeze". Now turn your hands into Jello, "Freeze". Now turn them into a spider and crawl up your leg, "Freeze". (This activity can go on, or other body parts such as feet, shoulders, tongues, etc. can be substituted for hands. Also, note that some teachers find that inserting the command "Unfreeze" aids student success.)

Periodically during each session, remind students of the freeze command.

Warm-ups

Next the sequence of activities is presented. Begin with a warm-up activity that incorporates limited group interaction (usually in the form of listening and imitating) with the theme for the day. For example, if an object is to be used for a later activity, use the warm-up time as an opportunity for students to explore it; if a theme such as a circus is to follow, then explore aspects of it such as animals, junk food, personalities, etc.; or if a particular skill is to be emphasized later, focus on variations of it.

During warm-ups, be ready to expand upon students' ideas as a way to increase self-esteem as well as motivation. For example, a student once turned a plastic container into a magician's hat. I expanded his idea with the group by "digressing" from the main activity for a few minutes and had each group member put on an imaginary magician's hat. I said the word abracadabra and pantomimed pulling something out of my hat. "What is it?", I asked. We then guessed what each person pulled from their hats. A shorter variation of this example would have been to have everyone put on an imaginary magician's hat and pull out, say, an egg or a playing card. Note, that I did not suggest the use of the standard magician bunny rabbit or dove, as I have found that too often, some students represented in this population enact violence on imaginary animals. Should the students introduce animals and then inappropriately relate to them, it is important that the teacher state that the behavior is inappropriate, model with another student appropriate behavior toward the animal, then redirect the activity.

Main Activity

During the main activity, the focus should be on problem solving or decision making. Students should be given many opportunities to make choices and then to act on them. Through participating in the activity, students come to see that there can be different reactions to their behavior. For example, the directions to one group of middle school aged students was to be wakened at 2:00 a.m. by lost UFO creatures knocking at the door. The non-UFO characters had to decide if they would go to the door, let them in, help them, etc., while the UFO's had to decide if they were nice or mean and whether or not they could trust the humans. After each presentation, we discussed the reasons why each person acted the way he/she did. It's interesting to note, that many times our students "misread" the intent of other students. By focusing on the character being played rather than on the individual student, a nonthreatening discussion about behavior can occur.

The sharing or showing of one's work to others is very important with regard to building positive self-esteem. Keep the time frame brief for presentations and insist that the group clap after every performance. In fact, in the initial sessions, have students practice clapping and being good audiences (e.g., role-play being an audience of a game show, practice clapping control with an applause meter, etc.). Another technique that can be used to build good audience skills is to

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occasionally add an audience member to the action taking place, either in the form of a surprise character or a prop carrier. However, I find that most students enjoy watching each other and subsequently can be encouraged to demonstrate supportive behaviors.

Closing

Finally, the closing of the drama session or transition back to desk work or another activity must be carefully executed. Although performing generally tends to avert uncontrollable energies, specific procedures are usually necessary, especially in the early stages of drama work. Think of this period as a "cool-down" time. Relaxation activities or dramatic scripting can be integrated at this time. For example, after an activity where students went on an imaginary bus trip, I had them respond to the following script:

> As you look at your watch, you can't believe that it is after midnight. Your legs are getting heavy. Your shoulders are drooping forward. You can barely keep your eyes open. You stop in the bathroom to brush your teeth. You hardly have enough energy to twist off the toothpaste cap and squirt toothpaste onto your brush. Each stroke of your toothbrush makes you more and more tired. You walk back to your room in slow motion, stopping to take deep breaths. Your pillow is on top of your desk. As you slide into your seat, you can't wait to put your head down on your pillow. You slowly lay your head down and immediately you close your eyes. As you fall off to sleep you begin dreaming about the good day you had. You remember the funny conversation between Jeff and Jim, you remember what a good job Kathie did playing the policewoman (note: here I like to summarize highlights of the students' activities and accomplishments during the session, eventually working towards the students' providing their own self-evaluations).

Although some students may still need some individualized assistance to complete the transition, most students will be able to regain enough control to move onto new activities.

Teacher Modifications

There are a number of teacher modifications which can lead to greater accessibility for students with behavior disorders. Each of these modifications have been used either to prevent the occurrence of inappropriate behaviors, or to support the students in correcting their own behaviors. As student self control is a goal, modifications should only be used when necessary.

Limit Time

Short, well-structured sessions of 20–30 minutes are most appropriate with this group of students. In fact, for younger and/or less controlled youngsters, 15 minutes is usually the maximum amount of time appropriate. As students become more in control with the activities, time frames can be extended; however, 45 minutes is usually the maximum. Time devoted to any one activity within a lesson can be modified as well. Often, individual activities must be shortened to prevent disruptive behaviors.

The pace with which activities are changed can aid participation. For example, quickening the pace at which activities are presented helps to focus the attention of students who have difficulty settling down or are overly active. Use activities that require a slower pace of participation only after students have established self-control in the group. For those students who have difficulty responding to changes, more time can be built in for transitions between activities.

Limit Physical Space

Teachers need to be particularly aware of the space considerations represented in each chosen activity and make modifications where necessary. The first consideration involves where to conduct activities. Some teachers find that their students need a separate space (e.g., a corner of the room, another room) designated for drama activities, while others have found that the activities can occur at the students' desks or anywhere else that happens to be convenient. Based on experience, I have found that separate areas tend to help those students who have difficulty transitioning from one activity to another, who are more severely impaired, who are easily distracted, and who hold negative attitudes toward school work.

A circle should be formed for most activities. Students should sit on chairs and not on the floor. When the activity calls for partner work, pairs of chairs can be turned sideways in the circle, they can be turned so that an inner circle faces outwards while an outer circle faces inwards, or they can be formed into two lines facing one another. In each case, the circle defines the space, as does the chair, that students are allowed to move in.

Limit Movement

Most activities will need to be modified to reduce random and unstructured movement. When movement is necessary, there are several strategies that can limit the possibility of inappropriate behavior. The first is to direct students to keep their feet physically planted in a space. Some movement (e.g., walking up stairs, running) can actually be pantomimed in one's seat. Students, one at a time, can also be instructed to move within the circle. "Random switching", where two students are asked to change places (moving inside the circle) as if they were a particular character, is another tactic. Using the command, "Freeze", then having the students resume their movement in slow motion can assist those students who are starting to loose control.

The teacher can also move. During a group warm-up activity the teacher may want to move around the outside of the circle, pausing behind the person whose turn it is. Or the teacher can move inside the circle (e.g., during speaking activities, the teacher can move to the student and ask him/her to speak into an imaginary microphone; when students seem to be having trouble passing an imaginary object to the person sitting next to them, the teacher may need to serve as an intermediary).

Vary Voice

The teacher's voice communicates and sets the mood. Use of whispering or a low, calm voice can help to settle the students down. Similarly, a louder, more enthusiastic tone can help motivate reluctant learners. It is helpful to use a quieter voice towards the end of the session, and a more animated voice toward the beginning.

Limit Interaction

Many of our students have difficulty working together on a task. Thus, it is better to limit one-on-one working partnerships until the students are comfortable working as a group. In the initial sessions, use only the large group wherein individuals perform or have brief exchanges with one other group member. For example, when working with dialogue, have each student in turn say a "trigger" line (e.g., as a policeman/woman, "Do you know why I pulled you over?") to which the person sitting next to him/her responds with a one-liner of his/her own creation. When breaking the students into small groups, it may be necessary at first to assign an adult to each group who serves as a facilitator of good decision making procedures.

Reduce or Change Stimuli

To help students successfully focus on the task at hand, extraneous stimuli should be removed. With highly distractible groups, it is sometimes helpful to work in a corner of the room, with the teacher sitting facing the room and the students facing the teacher. Materials should be kept to a minimum; those items not in use should be stored out of sight (e.g., in a large shopping bag).

Occasionally, an object will elicit unexpected inappropriate behavior. It is a good idea to have another activity and/or object to resort to in cases where it is clear that the students' response to the object is not conducive to learning

Some activities may require students to manage too many variables at one time. The rule of thumb is to keep the activities simple, and moving quickly. For example, rather than having the student demonstrate a senior citizen, caught in a rain storm, who lost his wallet, have the students first demonstrate being caught in a rain storm, then a senior citizen, then a senior citizen caught in a rain storm, etc. The particular movement can be structured as well. For instance, rather than having students "move" like a senior citizen, they could be directed to move only a particular part of their body (e.g., drink a cup of tea, pick up a newspaper).

Finally, the theme or directions of some activities might need to be changed. For example, the activity "Queen Dido is Dead!" (In a group, the leader says, "Queen Dido is dead", to which the group replies, "How did she die?" The leader, or person who is 'it' says,

"she died doing this", and then creates a silly or unusual movement/sound that the group imitates) often evokes movements representing gun shots, knife slashes, etc. with our population. The teacher can either change the theme (e.g., "Queen Dido is happy"), specifically direct the students to perform something unreal, or limit the part of the body that can be used (e.g., only use the face, use no sound, only use elbows).

Choose Time of Day Carefully

Although minor elements of drama activities can be introduced throughout the day (e.g., during reading group, have students read the story aloud with emotion), the scheduling of actual drama sessions should be carefully chosen based on the needs of the particular group. Since drama requires concentration and the conscious control of behaviors, it should be scheduled at a time when students are alert and able to control themselves. If scheduled before lunch or the final bell, teachers may find that students are somewhat more hyperactive and tend to have more difficulty concentrating. Scheduling the sessions before recess or a short break sometimes is a good tactic, as it allows those students who may have become over-stimulated an opportunity to work off some of that energy on the playground. However, most of the teachers with whom I have worked have preferred to schedule the sessions prior to a period of individualized work, insisting that it was important for the students to learn how to monitor their own behaviors.

Use a Variety of Activities

A variety of activities should be incorporated into each session to aid attention and motivation. In fact, objects or dialogue can be changed halfway through an activity (e.g., students are asked to pass around the circle a stack of dishes which the teacher changes into a thorny rose halfway around).

Practice Difficult to Control Behaviors

If an activity calls for certain behaviors with which the students have difficulty, practice controlling the behaviors as part of an activity. For example, many students have difficulty receiving praise. As a warm-up activity, have each student stand and take a bow as the group applauds. It is also helpful to build praise into the activities as well (e.g., in an activity where one student programs another student who is playing a robot to perform a chore, the student rewards the robot with oil "for doing such a good job"). Or, in cases where students have trouble modulating their voices, have them practice control by counting to ten, beginning in a whisper and ending with a shout.

Behaviors such as giggling can also be woven into activities to allow students to practice control. Students can be asked to imitate various types of laughter from an audio tape. Or, they can play a game entitled, "Make Me Laugh". In this game, one partner (without touching) attempts to make his/her partner laugh. Another technique is to have students laugh without making a sound and periodically call "Freeze".

A similar situation arises when students seem fixated on a particular theme or topic. For example, some preadolescents have a tendency to want to talk about sex. In one classroom of middle school youngsters, I planned activities that allowed them to explore themes related to relationships with the opposite sex (e.g., you have a date with the person of your dreams to go to a rock concert, but you wake up to find that your hair looks like this—I produce a wig with hair made of various packing materials). In a clasroom of 5th graders who were fixated on "toilet talk", I devised an activity where one person was stuck in the toilet and the other had to determine why he/she was there and how to get him/her out without flushing or damaging the toilet. In both cases, the topics tended to disappear altogether shortly thereafter.

A word of caution: in cases where the student is fixated on deep-seated emotional topics, it is best to involve the psychologist or social worker to help determine an appropriate response. For example, I once worked with a student who had been repeatedly sexually abused. Many of his responses in activities involved sexual organs. Here was a case where I requested that the school psychologist work with us as a group, and then with the student individually after the drama sessions. It is important to keep in mind that although many theorists believe that the drama activities have therapeutic value to our population, the activities are primarily designed to be educational.

Choose Topics of Interest

Choice of topics is critical to student motivation: the topic can also hinder or facilitate appropriate behaviors. Topics and themes should be age appropriate (e.g., older students should not be asked to be animals) and represent knowledge within the students' repertoire. Additionally, topics which have a tendency to excite the students (e.g., race cars, "Big Time Wrestling", gun fights), should either not be used or should be integrated into structured activities after the students have mastered a high level of self-control. Many teachers have found that using topics and themes from other subjects studied (e.g., social studies, reading, science) often leads to opportunities for creative thinking, and also helps students develop positive attitudes towards those subject areas.

Permit Partial Participation

Never make students participate. In cases where the activity is too difficult, provide the student with an opportunity to partially participate, that is to perform a variation or small part of the total activity. In those cases where a student who generally participates refuses to do so, gentle teasing can sometimes help. For example, should a student be asked in a warm-up to produce a behavior that other students are to copy, then have the students imitate whatever he/she does (e.g., if the student is sitting with arms crossed, pouting, then everyone should imitate that behavior).

Redirect Inappropriate Behavior

Some students will demonstrate inappropriate behavior during drama activities just as they do during activities the rest of the day. Prior to the drama session, students should be spoken to individually and informed of consequences for breaking rules. During the session, ignore those behaviors that you would typically ignore and do not draw group attention to inappropriate behaviors. Such teacher tactics as physical proximity and stares can be used as cues for those behaviors within the student's control. It may be necessary to assign an aide to work directly with a particular student during the activities. The aide should be instructed to remove the student from the group if behavior becomes a problem.

Redirection can be effectively used in most drama situations and is based on the principle of keeping the student actively involved. For example, if a student is becoming noisy, have his/her character suddenly develop a case of laryngitis. I once pulled out a candy box for an activity. The students spontaneously jumped up from their seats and started pulling for the box. I said in a firm voice, "The box has burst open and candy is pouring into your mouth. There's chocolate fudge, candy bars, ... You eat it up until you suddenly realize that you've eaten too much. You're feeling very ill. All you want to do is sit down and hold your bloated stomach." The students, to my relief, all swooned backed to their seats, moaning and groaning.

Model Appropriate Behavior

One of the most powerful tools teachers have to work with is their own participation. Besides serving as an excellent motivator for student participation, the teacher who participates provides critical cues for behavior. Further, through participation, the teacher provides students with affective security—a prerequisite to risk-taking behavior.

Because the teacher provides such a powerful model, it is critical that he/she enjoy the activities and the students. If a teacher is embarrassed to participate, then that affect will be communicated to the students and they will respond accordingly, If a teacher finds a particular student's attempts pathetic, then there is a potential for hurt feelings and scapegoating by the rest of the group. While these cautions should go without saying, I have, unfortunately, witnessed an occasional well-intentioned teacher who, feeling insecure in the role during drama, inadvertently communicated negative affect to the students. Because drama requires students to share their creative abilities and because research has shown that, for this population, creative expression is positively related to self-esteem (Warger & Kleman, 1986), it is crucial that teachers respect the student's efforts and value their own contribution to the process. Liberally reinforce student attempts and successes.

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Conclusion

Through participation in drama activities, students develop and/or are provided with an opportunity to practice many important skills: identifying emotions and recognizing the effect they have on behavior; taking the role of others; communicating to others how one feels and what one wants; problem solving and decision making; resolving conflicts; expressing oneself aesthetically. Because drama activities are presented in a noncompetitive, social context, they also provide students with positive experiences relating to their peers and other adults. Moreover, because they can be carefully structured, these very useful drama activities can be made accessible to students with behavior disorders.

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PALLIATIVE COPING AND SOCIAL SKILLS TRAINING: GUIDELINES AND RECOMMENDATIONS

by John W. Maag

Development of social skills training procedures have burgeoned during the past decade. Standardized empirically-based curricula and materials are readily available to clinicians and educators (see McConnell, 1987 for example). Despite increased sophistication, a set of procedures often missing from most curricula are what Lazuras and Launier (1978) referred to as palliative coping techniques. Palliative coping includes a number of techniques designed to relieve distress and foster emotion-regulation such as engaging in social comparisons and searching for meaning, diverting attention, expressing affect, and training in relaxation. Relaxation training in particular is most relevant when stressful or adversive situations can be neither altered nor avoided (Meichenbaum, 1985).

It is somewhat surprising that progressive muscle relaxation has often been omitted from social skills training programs since acquisition of social skills are frequently mediated by increased use of relaxation (Vallis, 1984). Use of relaxation is germane for enhancing generalization since individuals' inability to cope with stress often interferes with their production of newley acquired interpersonal skills (Feindler & Ecton, 1986). Inability to cope with stressful situations can cause individuals' reversion to maladaptive behaviors frequently used in the past under similar situations.

This article presents a brief overview of relaxation training with children and adolescents exhibiting problematic behaviors and emotional disturbance. Recommendations and guidelines for incorporating relaxation techniques into social skills training programs are presented. The purpose of this article is to underscore the compatibility of palliative coping techniques and social skills training programs. Including progressive muscle relaxation may increase the efficacy of social skills training programs.

Muscle Relaxation with School-Aged Children

For several years reports have appeared in the literature indicating the efficacy of relaxation training for treating childhood anxiety, phobias, and psychosomatic symptoms (e.g., Knapp & Wells, 1978; Miller, 1972; Walker, 1979). Spurred on by Goldfried and Trier (1974) who recognized that relaxation can be an active coping skill, its application has been expanded to treat a wide variety of behavior problems in handicapped youth.

Over a decade ago, Robin, Schneider, and Dolnick (1976) incorporated muscle relaxation into their Turtle Technique for teaching self-control of aggression to emotionally disturbed children. Walton (1979) used a combination of relaxation and biofeedback training to reduce inappropriate classroom behaviors in five severely emotionally handicapped boys. Reductions in aggression, distractibility, and self-injurious behavior were noted in four of the five children. Relaxation training has also been used effectively with hyperactive children (Omizo, 1980; Rivera & Omizo, 1980) and to decrease disruptions, strengthen on-task behavior, and increase academic performance of autistic adolescents in classroom settings (Marholin II, Steinman, Luiselli, Schwartz, & Townsend, 1979).

Researchers have also found that relaxation training was effective in improving many social and academic behaviors of learning disabled (LD) students (Carter & Russell, 1980; Omizo, Loffredo, & Hammett, 1982). Loffredo, Omizo, and Hammett (1984), for example, found that relaxation training techniques improved LD students' self-concept scores. Amerikaner and Summerlin (1982) found relaxation training was more effective than social skills training for improving LD students' self-concept scores.

Improvements in self-concept scores, however, are not robust predictors of subsequent behavior change. Luiselli, Steinman, Marholin II, and Steinman (1981) collected direct measures of academic and social behaviors and found that relaxation training was no more effective than a card-playing condition. Unfortunately, no reversal phases were employed, nor were any physiological measures documenting levels of relaxation collected. Interestingly, card playing is also a palliative coping technique. Meichenbaum (1985) discussed the relaxing nature of performing absorbing activities.

Only one study to date has collected levels of relaxation through physiological measures. Fejes and Prieto (1987) employed an A-B-A-B design with a hyperkinetic trainable mentally retarded child to assess the effectiveness of progressive relaxation training over a no-training phase for reducing frontalis muscle tension as measured on an electromyometer (EMG). Data were reported as percentage of time below resting threshold. Reduced levels of muscle tension on EMG recordings were evident during relaxation training sessions when compared with baseline sessions.

Recommendations and Guidelines for Social Skills Training

Rather than debating the differential benefits of relaxation training versus other interventions (e.g., social skills training), a more logical and efficacious approach is to incorporate palliative techniques into social skills training programs. Relaxation training techniques, for example, are an integral component of stress inoculation training programs. Stress inoculation training incorporates instrumental techniques such as social skills training or cognitive restructuring along with palliative coping techniques such as muscular relaxation or activity scheduling. Several researchers have used stress inoculation training to decrease aggression and teach coping responses to behaviorally disordered youth (Maag, Parks, & Rutherford, in press; Schlichter & Horan, 1981).

The nexus between palliative and instrumental techniques is that both can be acquired through the use of modeling, rehearsal, verbal mediation, corrective feedback, and reinforcement. Although the order in which coping techniques are taught can vary, it is usually best to begin a social skills training program with relaxation since it is readily learned by handicapped students. It is also possible that acquisition of specific skills is potentiated by increased use of relaxation (Vallis, 1984). This finding is suggestive of relaxation training facilitating learning and performance of prosocial behaviors.

A number of diverse procedures have been used to teach relaxation. However, no one approach appears to be more beneficial that any other (Meichenbaum, 1985). Moreover, specific treatment manuals and student-assisted relaxation audiotapes are available (Cautela & Groden, 1979; Lupin, 1977). Therefore, these procedures will not be reproduced in this article. Rather, the discussion here will focus on four guidelines for incorporating relaxation training into social skills training programs: (a) explaining to students how physical tenseness exacerbates stress; (b) assessing students' previous experiences and current expectations regarding relaxation training; (c) presenting relaxation training as an active coping skill; and (d) discussing specific ways students will use relaxation and providing them with practice.

First, the introduction of relaxation should grow out of the rationale that physical tenseness exacerbates stress and inhibits acquisition and performance of interpersonal coping skills. A student having to deal with an antogonistic peer, for example, can not cope successfully while experiencing anxiety and stress regarding the confrontation. A rationale is provided for the specific relaxation procedure selected using real-life scenarios germane to students' situations. Reference is made to a stress-tension cycle—how occupying one's attention short-circuits stress, how relaxation can reduce anxiety because it represents something students can do to exert control, and how relaxation and tension are incompatible states (Turk, Meichenbaum, &

Genest, 1983, provided a detailed presentation of the relaxation rationale). Relaxation training procedures are then rehearsed and role-played just as other social skills training techniques.

Second, it is important to tap any previous experiences and current expectations students hold concerning relaxation. In some instances, students may view relaxation as a mear "mind game" adults are playing. Students may also have concerns about using relaxation because of the belief that their peers will make fun of them. Such concerns can be dealt with accordingly. In the first instance, an electromyometer apparatus or other biofeedback instrumentation can be used to validate the relaxation exercises. Teachers must be sensitive to not only the mechanics of the training procedure but also the student's internal dialogue about its use. In the instance where a student is apprehensive about peers making fun of him or her, the teacher can indicate that everyone practices some form of relaxation, whether listening to music or daydreaming. Thus, it is important not only to focus on the specifics of relaxation, but also to discuss with students what it means to be relaxed and how students have to give themselves permission to relax.

Third, when relaxation is introduced, it is offered as an active coping skill—one which requires practice (Goldfried, 1977). Teaching and practicing relaxation through the use of reinforcement, modeling, and role playing, for example, is as important as teaching a specific behavioral response. Teachers should underscore the fact that, because relaxation is a skill, students should not expect to see sudden large changes but a gradual improvement in coping ability. It is also important to anticipate setbacks as the acquisition of such coping skills is rarely a steady or smooth process.

Fourth, Meichanbaum (1985) stressed the need to discuss specific ways in which students will use relaxation skills in anticipation of stressful situations, especially when low-intensity cues are evident. It is important not to assume that students will readily generalize procedures across situations. Such generalization needs to be built into the training regimen. To this end, shaping, fading, and corrective feedback can be used to help students become aware of low-intensity cues signaling the need to begin engaging in relaxation during practice to real-life scenarios. This reduces the risk of exposing students to situations so stressful that production of relaxation responses becomes problematic.

Incorporating relaxation exercises into social skills training programs can have a concupiscible effect upon remediating childhood and adolescent emotional and behavioral problems. It is important that students practice muscle relaxation under stress-engendering real-life situations. Within a social skills training format, relaxation exercises are presented as one of many skills necessary to be able to cope effectively in a variety of interpersonal situations. In fact, proficiency in relaxation can facilitate acquisition of such skills as assertiveness or problem-solving.

Conclusion

Palliative coping techniques that relieve emotional distress, such as relaxation, have been conspicuously missing from social skills training programs. This omission is unfortunate as relaxation training has been found to be an effective treatment for a variety of childhood and adolescent behavior problems. In this article, relaxation techniques were suggested as being easy to incorporate into social skills training programs, therefore improving the overall effectiveness of these programs.

Studies were reviewed that demonstrated efficacy of relaxation procedures for a variety of child and adolescent problematic behaviors. Several guidelines were presented for incorporating relaxation into social skills training procedures. The discussion presented in this article suggests that relaxation exercises are effective procedures that should not be omitted from social skills training programs. There is a need, however, to provide students with a rationale for the exercises and provide practice, plan for generalization, and identify students' self-attributions. It is possible for educators to address these issues, thereby extending the application of social skills training to students exhibiting a variety of interpersonal skill deficits.

Submitted by: John W. Maag, Arizona State University.

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A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed

Volume 24, Number 2 Winter 1989

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EDITORIAL

It is with a great deal of pride and pleasure that I assume the role of editor of PERCEPTIONS. Under the past, expert leadership of Ed Kelley, this publication grew from a local newsletter to a nationally recognized journal. As in the past, PERCEPTIONS will continue to recognize and respond to the needs of educators of individuals with emotional disturbances.

This issue of the publication features a number of highlights and changes. Under the direction of our guest editor, Dr. Herb Foster, articles describing outstanding programs that service individuals with emotional disturbances are presented. Herb's introduction to this special issue accompanies this editorial. Under the guidance of our new associate editor, Lynn VanEseltine Sarda, three new columns have been added to our agenda, "From the Stacks," "From the Classroom," and "From the Chapters." Additional changes and new columns are being planned for future issues of PERCEPTIONS.

I would like to ask you to take the time to examine carefully the initial agenda for the conference in Utica, N.Y. on April 7, 8, 9, 1989. A great deal of time has been put forth by your officers in the planning of this event. ANYSEED consistently offers a conference that has practical, useful sessions that are applicable to the classrooms of teachers who educate individuals with emotional disturbances. Meet your colleagues, improve your teaching skills and get rejuvenated - join us for the spring conference in Utica, NEW YORK!

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A VARIETY OF PROGRAMS:

MEETING THE NEEDS OF EMOTIONALLY DISTURBED STUDENTS IN NEW YORK STATE

by

Herbert L. Foster - Guest Editor

Herbert L. Foster, ED.D is Professor & Coordinator, Concentration in Special Education. Department of Learning & Instruction. Faculty of Educational Studies. State University of New York at Buffalo. Amherst, New York 14260.

When special educators get together and schmooz,[1] very often they eventually discuss the need for more programs to help those emotionally disturbed students not being serviced through his or her school district's existing programs. However, when one looks at existing programs for the emotionally disturbed in New York State, a myriad of programs can be found in place and working.

Furthermore, though these programs for the emotionally disturbed may not all be found in the same school district or area of the state, programs exist and are supported by, for example, regular school districts, union free school districts, the private sector, boards of cooperative educational services, religious or sectarian organizations, non-educational governmental agencies, non-profit organizations and social agencies.

Today, these programs take many organizational and philosophical forms. Some of the programs follow traditional regular school departmentalized programming and are located in regular schools, while other programs break with that tradition completely. However, historically, according to Morse, Cutler and Fink (1984), during the early 1960s emotionally disturbed and educable mentally retarded youngsters were educated primarily in regular classes.

A quick review of the literature around programs for the emotionally disturbed revealed some reporting of programs. New York State programs are reported, for the most part, by Berkowitz and Rothman (1967) and a number of articles and issues of *The Forum* (Caine, 1984, & Susser, 1979).

Berkowitz and Rothman's contributors described New York City programs that included The Livingston School, a day school for disturbed girls; the "600" schools, day schools for disturbed boys; the Bellevue Psychiatric Hospital School, a school for boys and girls in a psychiatric hospital; Boys and Girls Youth Houses, schools providing education for the temporary aspect of detention; a prison school, a "600" school located on Rikers Island; and the Junior Guidance Classes Program, special classes within regular elementary schools.

In Harshman's (1969) *Educating the Emotionally Disturbed: A Book of Readings*, a number of authors described programs for the emotionally disturbed in day classes, regular schools, special schools and residential centers.

Daniel Sage (Kauffman & Hallahan, 1981) described a spectrum of direct services for special education students in institutional schools, university-affiliated facilities and in private sector schools. Nelson, (1985, p. 457) reported a "continuum on cascade of services describes the environments presently available to children labeled 'behaviorally disordered'." This cascade of services was found in regular classrooms, resource rooms, self-contained classrooms, special day schools, re-education schools and residential treatment programs.

Brendtro and Mitchell (1981) described the Starr Commonwealth alternative school program. An alternative school program for secondary school behaviorally disordered students - the Elmwood Center - was described by Dembinski, Rossi, Valenti and Chambers (1981).

Elton B. McNeil (1957) edited an issue of *The Journal of Social Issues* that was devoted to therapeutic camping for disturbed youth and should be a must reading for those of us in ANYSEED. Many of the ideas and theories related to working with and educating emotionally disturbed youth in the writing of William Morse, Fritz Redl and David Wineman were developed at the University of Michigan Fresh Air Camp program described and discussed by a number of authors.

Recently, the State Education Department (Division, 1988) published a listing of all the "alternative learning environments" in New York State. From personal knowledge, many of the reported alternative programs serve emotionally disturbed youngsters.

Interestingly, how you define a traditional program as compared with an alternative program may affect how you see and define such programs. For example, someone write a critique of the first edition of *Ribbin' (*Foster, 1974) and referred to my sixteen years of teaching in various New York City "600" Schools as teaching in alternative schools in New York City. Interestingly, I had never thought of the "600" Schools as alternative schools.

I guess in those early days of the "600" schools we were all so busy and caught up in the excitement and adventure of both discovering ways of teaching our students while sometimes just surviving that we didn't have time to think about the kind of school we were teaching in, except that the teaching was tough.

This issue of *Perceptions* contains seven articles describing unique programs for educating emotionally disturbed boys and girls from around New York State. Each of the programs is different. Together, the programs reflect a high degree of professionalism providing a myriad of services around New York State. Authors were asked to please describe (1) the history of the program, (2) how the program operates presently, and (3) a look at the program's future.

The first article, "A Very Special Place: Therapeutic Camping at Ramapo Anchorage Camp" by Susan and Bernie Kosberg, describes a camping program that meets all the criteria of a therapeutic camping milieu and is located in the Hudson highlands. Susan Shove's article, "RISC - Raising Individual Self Concept: A Program of Girl Scouts - Indian Hills Council, Inc.,"describes a Girl Scout sponsored adaptive Outward Bound program for PINS girls and is located in the Southern tier.

Morton Bortner and Phyllis Susser's article, "The Herbert G. Birch School for Exceptional Children: How We Run It", describes a day school program named after a great teacher and researcher and is located in the Borough of Queens in New York City. Phyllis March and Diana Dantuono's "The Corey School at Pilgrim Psychiatric Center: A Holistic Approach to Special Education Within a Psychiatric Setting", describes a school that is one of the components of the rehabilitation services offered at Pilgrim Psychiatric Center located on Long Island.

Joel Klein, Art Jakubowitz, Susan Tureff and Nita Fierro's article, "The Clarkstown Alternative: The Birchwood School - A Therapeutic Day School for Emotionally Handicapped and Learning Disabled Students", describes a special school for emotionally disturbed youngsters sponsored by a central school district in Rockland County on the west side of the Hudson.

Lynne Gang's article, "The Last Stop of the Public School Express (A Special Program for Severely Emotionally Handicapped Children K-12 at Orleans Niagara BOCES)", is a very personal description of programs in a BOCES in Northwestern New York State. Richard Brennan, James Maloney and Beverly Burke's article, "Bringing Mental Health Services to Public School Programs For Students With Emotional Problems: Erie I BOCES", describes a unique and outstanding cooperative program in Western New York State.

All the articles are well-written and clearly informative. Indeed, the articles will also make us all proud of the high degree of professional involvement and programming for Emotionally disturbed students in New York State. My personal thanks to all the authors, and my thanks to Bob Michael for allowing me to edit the issue.

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FOOTNOTE

[1]According to Rosten (p. 456), schmooz is, "Both verb and noun, schmooz means a friendly, gossipy, prolonged heart-to-heart talk - or, have such a talk." See, Rosten, L. (1968). *The joys of Yiddish*. New York: McGraw-Hill.

MEMBERSHIP

It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of PERCEPTIONS
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
4. reduced rates at local chapter conferences and workshops
5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

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A VERY SPECIAL PLACE

THERAPEUTIC CAMPING AT RAMAPO ANCHORAGE CAMP

by

Susan Kosberg & Bernie Kosberg

Susan Kosberg is a "support" teacher at Blue Mountain Middle School. Hendrick Hudson School District. Peekskill, New York. Bernie Kosberg is the Director of Ramapo Anchorage Camp. Rhinebeck, New York 12572.

Imagine a place where children are laughing and playing; where children who have repeatedly met with failure are finding success; where children who have been social outcasts are making friends. Imagine a place where high school and college students can gain hands-on experience with special kids; where they can receive constant on-the-spot training; where they can be part of a diverse, exciting and supportive community. Ramapo Anchorage Camp is such a place.

Ramapo Anchorage Camp is a private, non-profit, therapeutic residential summer camp, serving each summer over 400 children displaying a wide range of social, emotional, behavioral, and learning problems. The children have been referred by social service agencies, mental health professionals, and educators from the New York metropolitan area.

The camp is located in Rhinebeck, New York. The 150-acre wooded lakeside setting with fifty buildings and numerous play areas is home for three separate programs. In May and June, our Mild Month Program for Pre-School Children serves about 100 socially disadvantaged preschoolers, ages 4 to 6. In July and August, we serve 160 campers, ages 6 to 16, each month.

Most of the children attending camp come from financially deprived homes and receive scholarship assistance. The camp receives outside funding from the Federation of Jewish Philanthropies, United Way, private foundations and other sources, including the parents of campers, who are charged according to their ability to pay. The Mild Month Program, however, is funded primarily from the camp's own reserves.

HISTORY

Camp Ramapo began in 1923 as a non-profit summer camp for forty poor and orphaned boys, as part of the Jewish Big Brother Association. In the early 1950's, two girls' camps from the Bear Mountain region - Bluebird and Anchorage - merged to form Anchorage Camp, and moved to the Rhinebeck site. In 1958, came the merger between Camps Ramapo and Anchorage to form one camp. During this time, there was a working farm with a cow, pigs, goats, rabbits, and lambs, which was later phased out of the camp's program.

In the early 1960's, came the advent of the individualized education program, along with many other philosophical changes. The one-to-one child/counselor program began, as did the individualized swim instruction program. The camp became increasingly more structured as more and more activities were added to expand the camp's program. In the late 1960's, a unique opportunity was introduced to the counselors - a credit-bearing college course in psychology, offered within the camp's structure.

In September of 1972, the Mild Month Program began with ten campers and four counselors. This one-of-a-kind program, which was met with initial reluctance on the part of many parents and social service agencies to send such young children to sleep-away camp, became and remains a unique success. Each year saw the addition of another bunk of Mild Month children. In 1988, 90 children attended the Mild Month Program, leaving a long waiting list of needy youngsters.

MILD MONTH PROGRAM

The Mild Month Program at Ramapo Anchorage Camp offers a four-week sleep-away camp experience for pre-school children between the ages of four and six-and-one-half years of age. To the best of our knowledge, it is probably the only program of its kind. This year, 140 children were referred by a variety of social service agencies including: psychiatric hospitals, therapeutic nurseries, shelters for battered women and children, and child development centers.

Children who are emotionally fragile, vulnerable, and extremely fearful are eligible for this preventive program. Children may be those who have been physically or sexually abused, children of battered women, children who are homeless, or children who are experiencing significant emotional turmoil.

The camp's goal is to provide a structured educational program designed to help the children develop the academic, communication, and social skills necessary for future school and life success.

At least four hours of educational programming are provided each day, including individual instruction, and small and large group experiences. Most of the 90 counselor/teachers are students from universities and colleges throughout the country, many from the New York metropolitan area.

The daily camp day begins with breakfast and bunk routines, during which time campers share responsibility for cleaning their cabins, review rules, and go over the schedule of the day in preparation for the variety of experiences they will be having.

Following bunk routines, half the campers attend an hour of education while others are assigned to various activities, such as hiking, arts and crafts, woodworking, boating, big wheels, trampoline, roller skating and motor skills. In the Education Center, education counselors focus on teaching basic skills such as color and shape recognition for four- year-olds, and letter and sound identification for the five and six-year-olds. Children are given individually administered achievement tests

to provide the baseline for developing an individualized program. Each child receives one hour of instruction with an education counselor every morning. Lunch and rest periods in the bunks follow.

Afternoon education consists of small group sessions designed to promote communication and participation skills. During the first thirty minutes, counselors typically take turns reading stories, asking about pictures, and leading songs. In the second segment, children are in small groups using a variety of educational toys and games. The last thirty minutes consist of supervised play designed to promote language skills.

Following dinner, half the campers receive an hour of "one-on-one" time, while the others have a large group activity. This special individualized time allows children to develop a close relationship with an adult and gives them an opportunity to work on personal skills.

A special program called "Talk Time" is available for children whose language skills are significantly below age expectations. Ongoing assessment for this program utilizes various evaluation methodology. The children who participate in Talk Time may work individually or in pairs with one or two student speech/language pathologists. They participate in activities directed toward improvement in speech and language through real-life and play activities, as opposed to isolated drill.

The central objective for the children in Talk Time is developing greater ability to understand and use language, e.g., to be able to appropriately request objects, obtain information, greet others, express their own needs and wishes, correctly label familiar objects, body parts and actions, maintain eye contact, and develop a sense of self and confidence.

At the conclusion of camp, parents visit and the counselors review each child's progress. A written evaluation and follow-up plan are sent to the referring agency.

Staff training is essential for the success of the program. A variety of topics are covered in the week-long training, including: health and safety, discipline which focuses on preventive techniques and positive reinforcement, leading activities, rules, and spotting the "invisible" child. Since nearly half the counselors return each year for Mild Month, new counselors are paired with veterans when assignments are made.

This year a new concept was added to the Mild Month program - a visiting day during the middle of the Mild Month session. Over 125 parents and guardians visited their small campers and participated in two 45-minute workshop sessions run by the administrators and a professional social worker who specializes in working with vulnerable young children. During these workshops, parents expressed their feelings about being away from their children, and learned about the Mild Month Program. Several therapists present on that day marvelled at how well parents and children were able to relate to each other in a structured, positive environment.

Other recent improvements in the Mild Month Program include: the addition of several new activities - music, dramatics, cooking, nature hikes; concentration on individual table manners instruction during mealtimes; an increase in the number of education periods to accommodate the high numbers of campers; "resource" counselors to allow for more individualized attention for the children and assistance to bunk counselors; counselor training more focused to address the needs created by the special problems these children may be experiencing due to their extreme life situations; and lastly, a new checklist was devised for this year's Mild Month to measure children's social skills, reading readiness ability, and other functions. The checklist was used as an assessment to determine progress at the end of the session, as well as serving as a guide for parents so that they would know what to work on with their children when they returned home.

The Board of Directors has committed itself to working with this special and extremely needy population of children. They are very supportive and enthusiastic about the Mild Month Program, and have authorized a future enrollment increase to 98 campers.

Over the years, Ramapo Anchorage Camp goals have remained the same: to help troubled children in a supportive environment, and to train counselors in the helping professions.

SUMMER SESSIONS

At Ramapo Anchorage Camp, the children are grouped by age and behavior into bunks of seven, with three live-in counselors. The campers travel as a group to all activities, except during evening "free play", when he or she can move about independently. The setting (milieu) is the bedrock upon which all therapy is based. An organized, safe, predictable, and involving environment allows positive growth and behavior to flourish. The enriched daily program includes over 30 activity areas. Ranging from hiking, to swimming, to cooking, to photography, to motor skills, to video taping, to computers, to overnight camp-outs, they greatly enhance each child's ability to grow and develop while having fun.

EDUCATION PROGRAM

In July and August, there is a daily, one-hour, individualized Education Program for each child. Last year, the focus of the Education Program was geared away from skills remediation and towards utilizing the camp as a total learning environment. This "core curriculum" approach to learning, combined with a utilization of the many and varied resources available to draw upon at camp, resulted in an extremely successful program. Campers could be seen with their education counselors taking camp-wide surveys, conducting nature studies in the "learning lab", running an all-camp education fair, making their own books, participating in cultural awareness activities, charting the weather and building weather instruments, writing and publishing the weekly camp newspaper, evaluating camp menus for nutritional value and camper appeal, or working in the new, fully-equipped computer lab.

Education counselors are given direct supervision and work in teams, thereby benefitting from each others' strengths and supporting each others' weaknesses, learning from each other and from the children.

The Education Program has proven invaluable in convincing children they can learn, that learning can be fun, and in helping them compensate for previous difficulties and failures by being successful learners.

SWIM PROGRAM

And what better success is there to a child at summer camp than to learn to swim? The enthusiasm generated at the Ramapo Anchorage Waterfront is a joy to behold! Four experienced and highly capable waterfront administrators,

together with thirty energetic and well-trained waterfront counselors, are responsible for the safety and individualized swim instruction of over 300 campers each summer.

And the campers learn to swim! Even the most fearful youngsters make remarkable progress. Following Red Cross standards, campers progress through as many as six phases of formal, one-to-one swim instruction, receiving an incredible amount of positive reinforcement along every step of the way. This ranges from rousing rounds of singing, applause and hooplas from all ("Let's have a great big Ramapo hooray for Johnny Jones who put his face in the water for the first time today!") to putting your name in the Ramapo Waterfront Swimming Book, moving your representative "fish" upwards on a camp-wide picture chart, receiving a Red Cross swimmer's card, getting a warm, wonderful hug from your proud swim instructor, and finally to the real self-satisfaction that comes with personal success.

MILIEU THERAPY

A unique aspect of the camp operation is the widely acclaimed "one-on-one human contact approach"; the counselor staff is numerically equal to the camper population. These counselors are students from all over America who bring personal warmth, enthusiasm, and dedication to the camp. Such a motivated staff is a tremendous asset since the one-to-one ratio provides the capability for true milieu therapy.

What makes Ramapo so therapeutic? Through a highly structured, carefully organized, success-oriented environment, exceptional campers are offered a "normal summer camp experience." The camp structure is designed to simultaneously meet the individual needs of every camper and provide activities which are fun, yet foster the development of group interaction skills. Consistent structure and security are guaranteed for children whose lives are often disorganized and chaotic.

The camp approach is reality oriented and utilizes many and varied behavior management techniques. Children learn that their actions have consequences, and that socially appropriate behavior is ultimately more rewarding at camp. Children are taught more adaptive ways of coping with problems.

Most importantly, the therapeutic task centers on repairing a youngster's feelings about himself. By offering a child a relationship in which he can genuinely feel his worth, finding ways around and under the hurt, we can help him achieve competence in the skills he lacks. Competence and self-esteem are so closely related that helping one invariably helps the other.

Thus, troubled children are not "cured" at camp, but they are given a wonderful opportunity to strengthen their self- esteem, learn new skills and behaviors, and build relationships through successful experiences.

COUNSELOR TRAINING/COLLEGE COURSES

All counselors participate in a week-long pre-summer orientation training, and supervision continues in both formal and informal ways throughout the summer. Many counselors also participate in college courses that are given at camp. Quite a number of Ramapo Anchorage counselors go on to highly successful careers in special education, social work, or related human service fields.

Syracuse University, Vassar College, New York University, and the State University at New Paltz have all offered credit courses in psychology and education to fieldwork students and to our staff in recognition of the valuable learning and work experience received at our camp. Many counselors receive credit from their home university for their work at camp.

During the four-week Mild Month preschool session, a communication facilitation program called "Talk Time" is conducted as a six-credit, on-site clinical experience for graduate and advanced undergraduate students, at the State University of New York College at New Paltz. Nearly all of the students are majoring in communication disorders and are supervised by his or her professor.

Also offered during Mild Month is a nine-credit fieldwork program entitled, "Practicum with Emotionally Disturbed Children," again through the College at New Paltz. Students spend three full days at camp for orientation and training, and 28 days working as camp counselors, supervised by the professional staff at camp. Students meet with the instructor for seminars at camp, do assigned readings, participate in class discussion on case presentations, and take a final exam based on lectures and required readings. The practicum offers a unique opportunity for students to: (1) learn how theory can be applied in solving real-world problems; (2) acquire skills and knowledge from agency professionals that are difficult to obtain in a classroom; and (3) try out career options, develop professional contacts, and get a chance to demonstrate their ability on the job.

In 1987, the Counselor Training Institute was first implemented. Through this training institute, two three- credit courses are offered concurrently each summer. The courses are certified by the State University of New York College at New Paltz. One course is directed at bunk and specialty counselors - "The Psychology of Children with Behavioral Disorders." The other course is directed at education counselors - "The Education of Children with Learning and Emotional Disabilities." Coursework is provided through several phases: (1) formal coursework during counselor training week, including lectures, tutorials, and readings; (2) fieldwork and consultation throughout the camp session; (3) a planned series of "Scholars' Weekends," bringing leading educational and mental health practitioners to camp for seminars and informal meetings; and (4) overall assessment of the counselor's functioning by the camp director, including a personal interview and written evaluation. At the successful completion of the course, counselors receive a Counselor Training Institute Certificate, with their area of specialization inscribed.

Another excellent addition to the college courses offered at camp is the "Brooklyn College Child Psychology Summer Institute at Ramapo Anchorage Camp." Approximately twenty undergraduate psychology majors at Brooklyn College participate in an augmented program beyond the regular intensive training program and rigorous counseloring experience. They enroll in two three-credit courses through Brooklyn College: (1) a reading course focused on the family, school and therapy experiences of emotionally disturbed and learning disabled children; and (2) a field placement course which further structures, through assignments, their counseloring experience. These two courses plus the additional three-credit psychology course from SUNY/New Paltz, serve as a solid educational experience, granting nine credits to talented and serious New York City college students.

This institute enables urban undergraduates to participate in this rich educational environment despite the fact that there is so little financial remuneration. It helps them to solidify their professional goals, primarily in the fields of clinical psychology and social work. On the other hand, because Brooklyn College's undergraduate student body is multicultural, these students help to increase the diversity of counselors, ensuring a racially integrated staff. This is particularly important for a camp which serves urban special education children who are themselves culturally diverse. In addition, the Brooklyn College faculty are available for general educational purposes to the entire camp staff, contributing to the overall intellectual climate of camp.

RESEARCH

Another area ventured into at Ramapo Anchorage Camp has been that of research. A paper was presented at the American Psychological Association's International Conference in Summer, 1987, citing the results of a research study conducted at Ramapo during the summers of 1986 and 1987. Eighty-two emotionally disturbed children, ages nine to thirteen, were sampled for this study. Children's behavioral adjustment to camp was assessed by camp counselors who completed a Child Behavior Checklist at the beginning and end of camp. During the first week of camp, children were given the Harter "What I Am Like" self-perception profile for children. Campers retook the profile during the last week of camp. Results indicated that improvements in self-esteem were accompanied by improvements in behavior after the camp experience.

In addition to camper research, a study was begun in 1987 on counselor goals and expectations. Counselors were asked, during training, to list and prioritize their goals upon coming to work at camp. At the end of the summer, they were asked to use their original goal sheets to determine whether or not their goals had been met, and to state what about camp had helped or hindered the accomplishment of the goals. The information gathered through these questionnaires was used to help make improvements in training practices, the content of the college courses, and camp leadership structure. Plans are to continue and expand this counselor research.

ADVENTURE-BASED OUTDOOR EDUCATION

Still more innovative programming is occurring at Ramapo Anchorage Camp in the area of outdoor education. In hopes of expanding the camper activity program, several staff members, after taking courses with Outward Bound Inc. and learning about Project Adventure, are introducing an exciting adventure-based outdoor education program to Ramapo Anchorage campers and counselors.

Selected bunks of campers have been busy clearing sites, constructing lean-tos using primitive tools, and building and testing out initiative courses, in which campers have to work together to solve problems, such as getting over a simulated "electric fence," or getting through an elaborate obstacle course made of ropes. These "adventure activities" are being incorporated with nature hiking and overnight camp-outs.

Some of the goals of the program are for campers to learn to work effectively as a group, build trust, overcome fears, and enhance self-concept.

WORK EXPERIENCE/TRAINING PROGRAM

What happens to Ramapo Anchorage campers when they get beyond camper age? An exciting innovation at Ramapo this year attempts to answer that question. For the first time, former campers, 14 years and older, have been carefully selected and hired as Service Staff - to work as kitchen assistants, waiters and waitresses, groundskeepers, assistants to specialists, office workers, and as general maintenance crew. They are given a great deal of individual, on-the-job supervision, guidance and support, as well as participating in frequent group meetings which focus on: learning routines, developing good work habits, getting along with fellow workers, dealing with supervisors, knowing how and when to ask for help, and so on. At the end of the 9-week program, a final work experience assessment will be conducted with each participant.

The primary objectives of this Work Experience/Training Program are to assist young people who have been former campers at Ramapo to achieve their first successful job experience and to develop good work habits, and to encourage an understanding, satisfaction, and appreciation of the work experience. However, this experimental program is proving to be beneficial both to the Service Staff themselves - they get to see themselves as responsible, competent, contributing members of society, while they are enjoying the privileges of being on staff - and to the older campers who are given something to look forward to and work towards. The camp staff, too, can benefit greatly by being able to see a positive future for the children they are working with, so they can help them to attain the skills they will need to get there.

ALUMNI COMMITMENT

Ramapo Anchorage alumni feel a common bond of warmth and affection, as well as a strong and long-lasting commitment to the place where so many fond memories were born - of growing up, of assuming responsibility, of feeling important and needed, of giving, and sharing, and learning. Former counselors are continuously visiting camp to reconnect with an uncommonly important and formative experience in their lives. The formation of the Alumni Council several years ago has been responsible for alumni reunion weekends, fund- raising campaigns, and a harnessing of time, talents, and energy to help camp - former counselors participating in a spring cleanup at camp, running group sessions during counselor training week, offering assistance in whatever ways they can.

CONCLUSION

Ramapo Anchorage Camp is a very special place, indeed. Special for the children who come here to spend a summer in a caring and loving atmosphere; and special, too, for those who are with these children day after day, seeing the progress made, seeing smiles on formerly guarded faces.

Imagine a place that infects people with its spirit and joy and love of life. Ramapo Anchorage Camp is such a place.

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RISC - RAISING INDIVIDUAL SELF CONCEPT

A PROGRAM OF GIRL SCOUTS - INDIAN HILLS COUNCIL, INC.

by

Susan Shove

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RISC, an acronym for Raising Individual Self Concept, is a program of Girl Scouts-Indian Hills Council, Inc., that challenges girls to grow, to change and to succeed through a unique therapeutic wilderness camping program. RISC is a cooperative effort of the Girl Scouts working with over 40 schools, eight county agencies in four counties, families and other human service providers to reach girls who are at risk of becoming teenage mothers, school drop-outs, juvenile offenders and unproductive citizens. RISC provides girls with a three-week therapeutic camping program and a volunteer adult friend for at least six months following the camping experience.

RISC offers parenting education for families, follow-up support and advocacy for the girl to reenter school with positive goals. RISC helps each girl to take responsibility for herself, deal with reality and cope with problems through learned problem solving strategies.

RISC has been operating for eight years. It was founded in the fall of 1980 by Girl Scouts-Indian Hills Council in cooperation with the Broome County Youth Bureau and the New York State Division for Youth. RISC was expanded in 1981 to serve girls in all four counties served by the Girl Scouts: Broome, Chenango, Otsego and Delaware. Funding came from all four county youth bureaus as well as many private sources. RISC has made a number of program changes but the models of Experiential Education and Reality Therapy remain intact.

The ideal goal of the program is to raise each girl's self concept so that she feels sufficiently good about her abilities and can behave in a responsible and socially acceptable manner. Following is information on the needs of the girls, the coordination of services and the application of a therapeutic wilderness camping model that incorporates reality therapy and experiential education.

GIRLS' NEEDS

All girls eventually have to deal with the onset of menstruation, the physical development of their bodies and the overwhelming reality that they can now produce a new life. During adolescence youth also begin to question values, take pride in their appearance and take more responsibility for themselves. According to psychological theory, a person cannot continue to grow and mature unless basic needs are met. These needs can be real or perceived needs. In an era when girls are told that they can dream big, choose from all of the career options available and raise a family also, many girls are simply overwhelmed with getting through each day.

Due to poverty, single parents, poor peer choice and many other factors many girls cannot even begin to face each day and overcome small obstacles. These girls are insecure, unable to deal with daily routines and school work, and move from crisis to crisis. A typical girl referred to RISC may be failing three subjects in school, have no friends, be responsible for siblings after school and feel that her mother, a single parent of four, doesn't even care enough to listen to her. All of these issues are dealt with openly and honestly with girls and parents.

None of the girls involved with RISC (or considered "at risk" youth in the schools) have just one problem that is easy to identify and solve. Frequently recurring patterns of girls and families referred to the RISC program may include any number of the following identifiable symptoms:

Recent death of parent or separation/divorce in family.
Few or poor parenting skills - parents see no difference between child of 8 and youth of 14.
Parent(s) are substance abusers.
Girl learning disabled, classified in some manner for a specific learning or behavior problem in school.
Girl failing in school, no goal beyond turning 16 and dropping out.
Girl extremely withdrawn.
Girl has total responsibility for cooking, cleaning, caring for siblings and parent.
Parent has live-in girlfriend or boyfriend.
Family living at or below poverty level.
Girl culturally deprived.
Parental attitude toward education is negative, many times with the insinuation that a girl will just get married and pregnant so school doesn't matter.
Family unable to verbally communicate.
Girl not willing to take direction, rebellious toward authority.
Disabled parent or sibling.
Family has history of child abuse/neglect, sexual abuse.
Girl often tardy or truant from school.
Girl promiscuous.
Family history shows pattern of teen pregnancy, school drop-out in older siblings.

All of the above lead to the girls' inability to cope and solve problems. At a time when normal adolescent feelings and behavior are often confusing, these extra pressures compound the problem. It is, therefore, easy for the girl to quit by running away, arguing or becoming involved with drugs, alcohol and sex.

The women's movement, which empowers girls and women to

take control of their lives, does not reach into the lives of those living in poverty. The poor are struggling to survive and meet the basic needs identified by William Glasser (1965) in Reality Therapy. These include the need to love and be loved. A pregnant teen feels that, finally, this baby will love her and meet her needs. She will get a dose of reality with this child. Unfortunately, statistics are very high for children of teen parents to be abused, neglected and troubled.

COORDINATION OF SERVICES

As can be seen thus far the problems are complex and therefore the solution must include many components. When a referral is made to the RISC program for preventive services, an attempt is first made to communicate with the family, referring agency and all other service providers that currently interact with the family. The family and girl voluntarily participate in the program.

All agencies, particularly the school, must be willing to work cooperatively. The school must agree to release the girl from classes for the three week camping trip, supply a health record, and provide school work for the girl to do while she is away.

The parent(s) agree to attend the trip orientation with their daughter, participate in parent meetings and allow the volunteer to work with their daughter following the trip. Girls must be willing to admit some problem behavior and must agree to stay with the group for the three week period.

A separate human service agency works with the Girl Scouts-Indian Hills Council to provide the parenting education component of the program. Staff from both agencies have input into the parenting program. The content of the program varies according to the specific needs of the group. Included in all parenting education programs are communication skills, problem solving, discipline alternatives, role modeling and the use of the Reality Therapy model. Communication skills are practiced through role playing at the last parent meeting when girls are reunited with their families.

A case study of a girl referred to RISC, and the interaction among agencies might be as follows: the girl, age 13, lives with her mother and brother, age 10, in a house that on most days would be judged unsuitable by the local health department. Mother works the day shift, leaving in the morning about one hour before the school bus arrives to take the youth to school. The girl and her brother go to a babysitter in their small town after school, but this woman does not coordinate any homework schedule with the mother. When the two return home, the house is a mess, Mom is tired and everyone is hungry. No one wants to begin dinner or clean up and most evenings a screaming match occurs.

The girl is two years behind grade level in school due to a physical disability when she was a young child. She is currently failing in school due to lack of motivation, lack of study skills and very little structure in her life.

The father lives in the area but has no consistent interaction with either child. The school has tried to get the mother involved and set up some kind of incentive for school work accomplished, but the mother does not follow through. The constant arguing is usually over nothing, but the mother sees it as a threat to her authority. The school makes a referral to RISC after reviewing other options and deciding against a PINS petition (PINS refers to Persons In Need of Supervision and is used for Family Court action).

Once RISC received a referral on the above case a meeting would be held with the school as the referral agent. If the referral met the program guidelines staff would then meet with the girl and her family to begin the intake process. If during this phase the girl and family were interested in participation a list of other agencies interacting with the family would be obtained, along with a release to speak with other service providers. All other agencies (sometimes this is a private counselor) would be contacted about the appropriateness of this referral. If all agreed that it would be a positive growth experience for the girl she would be accepted into the program and slotted into a trip group with other youth her age.

The family, school and other service providers would be notified in writing about her acceptance and the dates of the trip provided at this time. Coordination for rides to orientation and parent meetings would be worked out for those lacking transportation. Many times carpooling is possible with other families. RISC staff, social services staff and volunteers also transport girls and parents.

Although time consuming, this process of coordination of efforts is absolutely necessary. The final result of the process is open communication among all service providers and the family involved. This will usually result in a good placement for the girl, continued advocacy once the girl returns to school and a positive trip experience.

THERAPEUTIC WILDERNESS CAMPING MODEL

The camping component of the program is based on a model of Experiential Education developed by Outward Bound, Inc., and Reality Therapy, developed by William Glasser. Both models are educational processes based on successful relationship building and successful accomplishment of new skills. Both models reach responsibility for self and others and use involvement as part of the educational process. The camping component is an intervention model, giving the girl a short time to take a look at her own behavior, giving the parent(s) time to look at their relationship with this youth, and giving all an opportunity to try new behaviors. This "short" time is highly structured, involves many new challenges for the girl and is totally structured for success.

Experiential Education is the process used by RISC. The girl is placed in a unique social and physical environment. Few girls know each other before the trip and seldom do any of the girls have any camping experience. It is also unique in that the group is made up of nine girls and three female adults.

The girls spend most of the first week mastering skills and doing tasks that are achievable. Positive feedback for accomplishment of tasks is immediate. Tasks range from cooking dinner for the total group to getting the total group over a 10 foot vertical wall at the obstacle course.

The accomplishments are discussed and specific items are referred to throughout the rest of the trip so that a transfer of learning can occur. The group learns problem solving along the way by solving real problems that arise. Problems are broken into small achievable parts. This whole process also includes verbal and written communication skills as the group works together, produces a trip newspaper and sets goals.

Reality Therapy, the other model incorporated into the trip, is a very systematic approach to problem solving and changing unwanted behavior. Behavior changes are accomplished through the group "huddle-up" which occurs any time there is

a problem. Changes also come about through individual goal setting. It is a process by which the individual or group must identify the problem, make some value judgments about it and make a plan to practice new behavior. The first step in Reality Therapy is relationship building, which is ongoing throughout the trip, 24 hours a day. The end result of Reality Therapy is that you never quit. If the new plan doesn't work, you try again or come up with another plan. By the end of the trip most girls have made tremendous gains in many areas of personal behavior management.

The actual trip process can be broken up into two components. The first component simply divides the trip by activity. (1) Base Camp - skill building; (2) Wilderness component - backpacking or canoe camping, use new skills; (3) Educational Field Trips - practice socially acceptable behavior; (4) Base Camp - debrief and set goals for returning home, last chance for transfer of learning, trying new behaviors.

The second component breaks up the trip based on behavior. The behavior component can be seen as follows: (1) Good Behavior week - lasts from day one through days three to five depending on the group. Learning skills in a new routine with new people keeps individuals on their toes. (2) Breakdown of behavior - next three or four days. As the girls become comfortable in the group and stressful situations arise, old methods of coping are tried. These methods are hard to give up as they are habit and have always worked in the past. (3) New behaviors - remaining days. The girls begin to try new behaviors, to set and achieve daily goals. Relationships and trust build. The night before the wilderness trip is a turning point, as is the end of the wilderness trip. The backpacking or canoeing trek is an opportunity to accomplish something big, that very few peers would even attempt. (4) Behavior breakdown - last two to three days of the trip. As the trip draws to a close and the girls face the reality of going home, some are incapable of maintaining new behaviors. They can accept the change that they have made within the RISC group, but they are not sure how their family and peers will accept this change. A real sense of group and individual pride usually forms during the last few days.

No matter how the trip is broken down, structure, daily routine and constant moving of the campsite provide both continuity and change for the group. Decisions are made by the group. These include wake-up and bedtimes, as well as planning for changes in group and individual behavior. Group rules are decided upon collectively on day one and modified as the trip progresses. Any person can call a "huddle-up" to solve a problem, express discontent or decide on a menu change. Safety rules are the only rules enforced by staff and all must abide by these or the group goes nowhere.

Each evening ends with a "pow-wow", a group sharing of the positive events and experiences of the day. It is a validation that each person is important and that each person has successfully completed the day. Mealtimes are begun with a song of thanks and everyone eats together. Daily chores are shared according to a set plan. Everyone learns to work with everyone else. The girls learn that even if they are not working with their best friend or favorite counselor, the work must be completed.

Journal activities are structured discussions and activities about pertinent topics. These take place each evening and include such issues as step-parents, sexuality, rape, substance abuse, relationships and other health/mental health issues. In participating in the activity, non-verbal permission is granted for girls and staff to discuss personal issues that girls need to resolve. Although Reality Therapy is based on changing current behavior, old behaviors must often be discussed. This is done so that girls can express past experiences and recognize that these experiences are often used as an excuse for current poor behavior.

Routines, play, scheduled program, school work, evening journal activities and service projects for others are all part of the trip and contribute to the total experience. Each girl takes back different perceptions but all take back new friends, new accomplishments and new goals.

Throughout the RISC program, girls are given the opportunity to help restructure their behavior and are given the support services in follow-up to maintain these positive changes in behavior. Research of the RISC program has found an increase in the self concept of participants and the maintenance of this increase over time. The program has a measured success rate of 65-70% based on participants finishing high school, not becoming teenage mothers and not getting in trouble through the family court system or juvenile justice system.

In a 1985 survey, the following two statements were made about the program. The first is from a school. "Our 4 years of experience with the program have yielded many successes and we are impressed with its continued development and refinement in areas of academic content and follow-up. RISC is an integral part of our Pupil Personnel program."

The second is from a participant. "After RISC I found it easier to deal with most of my school related problems due to post trip counseling. I found myself taking responsibility for my actions and taking positive steps to improve myself. I have a full time job ... which I have held for over 3 years ... RISC is a positive, helpful program giving young women the means to find their own self worth."

RISC, as a program of Girl Scouts-Indian Hills Council, will continue to serve girls who need special help in becoming responsible adult citizens. It is a validation that an experiential program provides the framework for positive behavior changes in girls.

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THE HERBERT G. BIRCH SCHOOL FOR EXCEPTIONAL CHILDREN

HOW WE RUN IT

by

Morton Bortner & Phyllis Susser

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The purpose of this paper is to describe a school and some of its theoretical underpinnings. A little history first. In 1975, the New York Association for Brain Injured Children, a parent organization, discontinued the Pathfinder School, a small independent demonstration program for approximately 35 learning disabled young children. The quality of the school was such that the New York State Education Department encouraged and funded its continuation with the condition that the administrative and teaching staff remain intact. The Pathfinder School name was changed to the Herbert G. Birch School for Exceptional Children, and its scope was widened to include children with retardation (mild, moderate and severe), behavioral and emotional difficulties, psychosis, autism, speech and language impairment, and brain damage with and without seizures. The name Birch was not adopted lightly, and indeed had a metaphorical significance for us beyond the opportunity it presented to show our love and respect for a great teacher of psychology and world class researcher in the area of mental retardation. Birch, the man, represented an ideal in his concern for the undeserved, the minorities, the poor and the handicapped, and that was what we wanted the school to represent.

Since that small beginning in 1975, the school has grown and become an agency serving 300 clients and which now includes an elementary school, three early childhood programs and two group homes. Shortly, the agency is scheduled to begin a comprehensive care program for developmentally disabled children with AIDS or HIV infection which will include a residence, day care, medical treatment, foster care placement and advocacy. This article, though, will describe only the functioning of the day school programs.

A very large number of considerations go into the making of any school, and these include (at least): the nature and quality of its teachers, its supervisors and administration, its space and location, its financial, political and parent support, its students, its curriculum, its goals and reason for being, its morale and its philosophy. Without a guiding philosophy, all the other ingredients, even when of good quality, cannot transcend mediocrity. Special education is too important and too complex to function well without a conceptual base. We accept Skinner's (1972) challenge that, "Those who are genuinely trying to improve education have...a frightening responsibility, but they face a tremendous opportunity." (p. 239).

Skinner called the classroom a community with its own culture, and urged that we find effective means of social control so that we might produce a classroom culture in which the child's potential was fully realized. Of course, we know that the culture that he aspired to, one in which learning was optimized, could be achieved by some version of behavior analysis and modification principles. Indeed, such principles are incorporated into the functioning of the Birch schools, but even Skinner's vision of classroom control has proved to be too narrow, and a broader view will be presented.

A BEHAVIOR MODIFICATION CULTURE

The educational goals for all children, independent of diagnostic labels, are to reduce their developmental lags, increase their functional levels and thereby increase the probability of successful integration into the community. These are large goals and cannot be achieved through successes in the classroom alone, or through the classroom teacher alone. Everyone in the school, including all related services (speech therapists, psychologists, occupational therapists, social workers), educational supervisors and various administrators have contact with or influence on the child's development. Without agreement on methods to achieve commonly shared goals, there could be no child progress. Therefore, decisions are data based.

The methods utilized to achieve goals are group oriented and largely based on positive reinforcement procedures including primary and social reinforcement, token economies, contingency management, and extinction procedures aimed at decreasing unwanted behaviors. When group management is insufficient an individual plan is adopted. Baseline data and frequency counts following interventions permit objective assessment. The individual plans build on developmentally and socially appropriate behaviors and reduce or extinguish maladaptive behaviors.

Distinctions are made between maladaptive behaviors which usually require the interventions of related services and poor progress in academic goals. The former include such behaviors as social aggression, self-abuse, self-stimulation, unrelatedness and interpersonal inadequacy. The latter include failures to learn, whether reading, writing or arithmetic on the one hand, or activities of daily living and socialization skills on the other. These are considered the province of the teachers, and interventions are their responsibility although, of course, they may consult with related services staff.

These are often arbitrary distinctions since the failure to learn cannot always be separated from maladaptive practices, e.g.,

autistic self-stimulation will interfere with the child's attention to classroom learning activities. Ultimately, the teacher is the epicenter of all behavioral strategies since the proof of the pudding will be in the classroom, whether the teacher is personally responsible for carrying out a recommended intervention, whether related services are responsible, or (more likely) whether both are involved. But, who recommends the behavioral strategy to be tried?

While it is true that most psychologists and educational supervisors are more familiar with behavior modification principles than other professional staff, the buck does not stop with them. We want the entire staff to be thoroughly familiar with these principles and therefore require that all teachers and assistant teachers, related services, and other staff attend in-service training and learn basic behavioral therapy.

IN-SERVICE TRAINING

The in-service training program of didactic lectures and workshops encompasses a variety of professionally relevant topics including such issues as medically prescribed drugs and their effects and side effects on children's functioning, special topics in child psychopathology such as autism, hyperactivity, attention deficit disorder, seizure control, major relevant DSM III-R diagnostic categories, curriculum in special education and other subjects. Special attention is given to training in the principles of behavior modification.

The idea of "data collection" and the meaning of "objective, measurable events" is viewed as critical to the optimal functioning of teachers in this setting, since without these ideas, teachers (as well as others, of course) will make complex and sometimes incorrect inferences when recognition of simple objective events is often all that is required. Much attention is given in in-service training to the distinctions between a palpable event and over- interpretation of the event - a distinction that turns out to be, for many, surprisingly (and sometimes distressingly) difficult.

Apparently, there is much in our mental-health oriented society that encourages one to "see" a disturbed child as "insecure" or "anxious" as if these terms explained anything. These terms have become cliches. The label has become a foggy substitute for an objective analysis of behavior and tends to cut off further inquiry.

In our in-service training, we continually pose the following questions: "What does the child actually do? How are we going to measure it? How do we know we've accomplished what we set out to do?" Often, the all-too- ready answers are formulated in terms of complex inferences that go far "beyond the given" event. Therefore, we feel it to be a great accomplishment when we have taught our staff how to be objective.

Such in-service provides the staff with the background necessary for them to participate actively and intelligently in interdisciplinary team meetings for the purpose of planning and carrying out behavioral assessments and interventions.

The intrinsic value of group participation where everyone has the opportunity to influence a decision is enormously facilitative to group morale. The importance of informing a decision with the professional expertise of all relevant disciplines is self-evident and requires no additional justification. As Bortner (1979) said:

> No one doubts that solutions are prisoner to the formulation of the problem. Teachers formulate 'educational' solutions, psychologists formulate 'psychological' solutions and so on. The team meeting, by providing a variety of views for everyone to absorb, makes it possible to reformulate the problem from a somewhat more holistic perspective, and this frees each professional from the limitations of his own discipline. (p. 26)

Nevertheless, there is a danger inherent in this process. A "group" decision is sometimes little more than a masked individual decision in those circumstances where a particularly strong individual pulls everyone along. Of course, one does not throw out the baby with the bath water, but it is important to be on the alert, as in democracy in general, to individuals who would distort the decision-making process in their own image. The group decision is best when based on the multidisciplined reformulation of the problem and when it is informed by data from all sources.

There is another less frequently recognized value to interdisciplinary team meetings that is used at Birch, and that is for in-service training. Solutions to practical problems are not the major focus of such in-service meetings. Instead, the purpose is to bring together a variety of professionals who bring different concerns, skills, orientations and perceptions to the discussion of a particular child. It is unavoidable to have such a meeting without child problems and solutions emerging, and they are, of course, welcome, but the underlying goal is to get professionals to listen to each other. If the teacher can learn to think about the child in a manner that incorporates the concerns of such related disciplines as speech and hearing, occupational therapy, psychology and social work, his/her teaching cannot fail to be enhanced.

PARENT INVOLVEMENT

The very nature of behavior management requires that careful and consistent procedures be continued in the life of the child after school and in the home. Much research has confirmed that the successful integration of parents into behavior management programs enhances the training of adaptational skills in children (Susser, 1974). Although much of the work was concerned with autistic children (Schopler, 1978) the implications of this work are clear for all handicapped children.

There had been a mythology which viewed parents as the cause of their autistic children's disorder, and this regressive view of child development had to be overcome before it became possible for such workers as Lovaas (1978) and others to conceive of incorporating parents into a treatment plan. This pioneering work was successful in demonstrating that parents could be effective change agents and that they could, indeed, improve the adaptive skills of their children.

The literature on teaching parents to work therapeutically with their children certainly goes beyond autism and has been available for a long time and has included the broad area of retardation (Baker and Heifetz, 1976). In general, techniques for working with parents can be categorized into three areas: (1) formal instruction which takes the form of attempts to teach parents, through lectures and reading, those aspects of learning theory necessary to master the techniques of operant conditioning; (2) modelling procedures where the parents observe and emulate the work of therapists with their children; and (3)

parents are videotaped interacting with their children and later critique their performance with the help of a teaching clinician.

Work has been reported (Hemsley, et al, 1978) which demonstrated that it is useful to evaluate children in their home setting and then enlist the parents as "co-therapists", i.e., as therapists whose work with the child at home complemented the work of the therapist at school. Although this research was concerned with autistic children, the Birch school utilizes these procedures frequently for children with various kinds of handicaps. The limiting condition is not the diagnostic status of the child, but rather the interest, motivation and capacity of the parents.

Hemsley and his colleagues reported the therapeutic emphasis on improving social skills to increase the child's acceptability in his natural environment. In addition, parents were helped to modify their own styles of child handling, and emphasis was placed on a structured, consistent environment.

Clearly, such goals are applicable to the children at Birch. Our home programs have been formulated for selected parents in an attempt to help them apply what they have learned about behavior modification principles to frequently occurring problems at home such as tantrums, poor toileting routines, oppositional eating behaviors, and in general, those behaviors which make life difficult for the parent and parent-child relationships.

Formal instruction of groups of parents and attempts at teaching them the principles of data collection, behavioral analysis and operant conditioning so that they may continue the work of the school at home is a routine aspect of the Birch program. Videotapes of parent-child interaction have been used as vehicles for teachers, therapists and parents to continue the training of language at home in a manner consistent with the work of the school. Such procedures, when used, are not employed as doctrinaire solutions, but are always tailored to the abilities and values of the parents.

PARENT SUPPORT

Concentration on the children's adjustment difficulties does not blind us to the very real and highly personal parental adjustment difficulties. Often these struggles stem directly from feelings associated with having a handicapped child, but sometimes not. Parent's ability to cope with the extraordinary and onerous demands routinely required of them, is directly affected by their ability to adjust.

Individual counseling has always been available at Birch to parents who experience difficulty in coping, and indeed such supportive service probably characterizes all schools who serve children with special needs. But, beyond individual counseling, we have found the parents to be well served when offered the opportunity to express their experiences to <u>other</u> parents in group counseling meetings.

Several things happen at such parent meetings that have no analogy in individual counseling. First, some parents who are relatively non-fluent and who would find individual counseling difficult and/or threatening, attend such group meetings with notable regularity. Characteristically, they do not speak much but it is clear that they are listening. Their attendance records say a great deal about the value of these meetings to them.

Second, many parents, upon hearing the difficulties expressed by others, volunteer detailed "how to" descriptions of how they have dealt with similar problems. Such descriptions range from accurate portrayals of successful operant strategies utilized to achieve toilet training or to improve eating habits through more intuitive, psychodynamically informed advice.

Third, certain parents who wear heavy armor (who are well defended) and who intellectualize, and who are fluent (if not necessarily insightful) will expose their child rearing methods, expressing great certainty (but who are certainly incorrect) and find themselves the object of gentle but persistent and persuasive criticism from a number of other parents. Sheer numbers of disagreeing, but essentially supporting, parents exert powerful influences that even good counselors would find it hard to equal.

It should be noted here that these parent support meetings have a dual function of (1) education, and (2) supportive group psychotherapy. The conceptual base for either of these kinds of discussions shifts back and forth between a psychodynamic orientation when that seems appropriate ("My husband refuses to get involved in the care of our child. What can I do?") and a behavioral orientation when that seems appropriate ("My child is toilet trained at school, but not at home. What can I do?").

It is not merely fortuitous that this straddling of two major psychological orientations is permitted to occur; nor is it merely an overall pragmatic approach that offers "practical" (behavioral) solutions for certain problems, and more highly inferential (psychodynamic) solutions for other problems. Rather, the shifting back and forth between these two rather diverse psychological methods represents a conscious effort at integrating the two in the spirit of Wachtel's (1977) pioneering efforts. Moreover, whereas Wachtel confined his efforts to the scene of individual psychotherapy, we are trying to expand the horizon of this integration into a total school effort.

THE INTEGRATION OF PSYCHODYNAMIC AND BEHAVIORAL THERAPY

If a psychologist goes into the classroom to observe a child whom the teacher has described as experiencing interpersonal difficulties, what will the psychologist see? If the social worker visits the home of a child with an adjustment disorder in an attempt to evaluate the role of the family, what will the social worker see? Meehl (1973) made it quite clear that how we organize our impressions and where we look is inextricably tied to our theoretical orientation. Wachtel (1977) was even more explicit when he said there was an "infinite number of ways that the observational pie can be sliced" (p. 111).

The above questions and comments are shorthand expressions for conveying the idea that merely sending knowledgeable professionals into the classroom or the home hardly guarantees any reliability of observation. Who observes and what that person's theoretical orientation is will determine what he sees. Add to this the complication of the parents' investment in misperceiving, and their frequent inability to report with accuracy, then the task of objective observation and reporting appears still more difficult.

Without a school-wide theoretical orientation, the previously mentioned infinite number of slices of the observational pie would lead to chaos in assessment and intervention. Everyone would see something different; everyone would prescribe something different. A theoretical view that values both the external events of the child's environment and the internal events of his mind imposes order and makes for a kind of assessment and intervention that best fits the children of Birch.

Let us complicate the task of objective reporting (or evaluation) one more notch. A behaviorally oriented clinician has been trained to focus on the here and now, the observable and the measurable. Such a clinician, with an operant view of behavior, will look for the (observed and external) consequences of the child's behavior in an effort to understand what makes the child do what he does. On the other hand, a psychodynamically oriented clinician will look for cues to help make inferences about (unobservable, internal) motivational or affective or cognitive states that might explain what makes this child do what he does.

Note that one focuses on external events and the other on internal events. This contrast in where to look has been seen by many as the reason that psychodynamic theory and behavior theory cannot live together, i.e., that they simply are not interested in the same phenomena.

The behavioral emphasis on objectively measurable events happens to fit in nicely with a large proportion of difficult classroom behaviors that the children of Birch show: tantrums, self-abuse, aggressive and repetitive (obsessive) actions.

Another large proportion of adaptive difficulties occur in a realm that requires clinical inference and the services of dynamically oriented staff, and includes anxiety, depression and those kinds of maladaptive behaviors where the child's subjective experience is central to the disorder. The objective event in these latter examples is subjective, not palpable or easily measurable.

When a behavior difficulty of a relatively objective nature occurs, e.g., the child is assaultive, data is then collected and a behavioral management plan is composed. Likewise, when it is observed that a child appears "anxious" and is conspicuously unable to participate effectively in an educational effort, then the usual interviews with child and family take place and clinical inferences are made which lead in a predictable sequence to a psychodynamically informed play therapy. Nothing new about either of these two traditional but very different sequences.

An integration of psychodynamic and behavioral intervention may be said to occur in the following sequence. A mentally retarded child did not interact successfully with other children. Data was taken on his interactive behavior in class, e.g., initiating social contacts with classmates and a behavioral management plan was formulated. He was rewarded when he interacted successfully with other children. Our data indicated only minimal and slow improvement even after many different reinforcers were tried. We, therefore, were obligated to try other interventions. On what basis is a new intervention chosen?

We decided to look at variables we had not looked at before, namely, his history. We found that the child had been temporarily placed in a foster setting, in a strange neighborhood, with people he did not know, and that he had no idea how long he would be there. The ambiguity of his life situation was interpreted as promoting internal unclarity, which, in turn, interfered with his already limited capacity to socialize effectively.

Training in self-assertion was used to enhance his feelings of self-esteem, and in addition relaxation exercises were used to reduce body tension. Simultaneously, we continued reinforcing appropriate social behavior. These interventions resulted in his feeling much more comfortable with other children, and his social interactions improved considerably.

The integration of a behavioral and a psychodynamic intervention consisted in the fact that the formulation was essentially psychodynamic and highly inferential but the treatment was behavioral. Moreover, a modest amount of standard psychodynamic supplementary treatment was additionally valuable insofar as it helped the child to understand what was going on, and this self-understanding clarified (for the child) the significance and power of his own role and efforts at control. Or, in behavioral terms, the child learned that he is responsible for the consequences of his behavior.

Other forms of integration of the two approaches are practiced. Psychodynamically oriented play sessions may be interrupted, for however long it takes, to interpose a behavioral approach to a problem that is known to be amenable to such interventions. The discovery of a phobia in a child who is being treated in psychodynamic therapy would, e.g., warrant such an interruption.

The differences between the two approaches is more apparent than real. The reality is that both interpersonal theory and ego psychology have been quite willing to look at current (observable, external) events as a way of understanding maladaptive behavior. They are no longer bound by older psychoanalytic theory which held that current maladaptive behavior was based on earlier, childhood experiences. And, on the other side, behavioral therapists are increasingly willing to consider the role of subjective (non-observable, internal) factors. It follows from this that the possibilities for merger between these two approaches are much better than is commonly believed, and that there is no necessary conflict between them. On the contrary, the two approaches can be complementary, with one emphasizing the external event, the other emphasizing the internal event, but both recognizing the value of internal and external events.

We would suggest that utility will help in deciding which approach is most useful, i.e., certain problem behaviors will lend themselves more readily to analysis of observables, and other problems will suggest the need to search for intangibles. Indeed, there is nothing about these differences in emphasis which precludes utilizing the best of both possible (inner and outer) worlds.

SUMMARY

The philosophy of the Birch schools has been presented. The schools reflect a behavior modification culture integrated with a standard psychodynamic orientation. Like a good marriage, it is possible for these two very diverse approaches to live together successfully, with mutual respect, and with each bringing out the best in the other.

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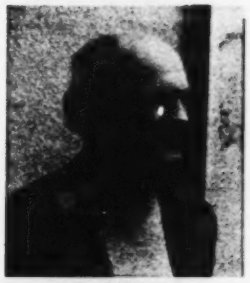

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See Page 2.
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MESSAGE FROM CONFERENCE CHAIRPERSON

CONFERENCE '89 UPDATE

The conference committee has been working diligently on this year's conference, hoping to bring you not only top keynote speakers, but the best in workshop presenters. We hope in this year's conference, you become invigorated, challenged, and motivated, not only to have a good school ending, but a fresh new start in September.

Our conference fee remains the same as last year, with the conference package still a "great deal." Register early to obtain special rates. Include a photocopy of your '88-89 membership card for further reduced rates.

Updated information will appear in the Conference Addendum, available at the conference site.

The conference committee and I are looking forward to seeing you in Utica. We know you won't be disappointed!

Dolores Calandra
Conference Chairperson

CONFERENCE REGISTRATION INFORMATION

Please be sure to fill out your complete name and address on the registration form so that we can send additional information to you.

If you are a student, you will need to send a copy of your student identification card or a letter from your department head in order to be eligible for the reduced registration fee.

Be sure to take advantage of the reduced fee if you are a member of ANYSEED.

All registration fees must be forwarded to Thomas Alcamo, no later than March 7, 1989, for the early registration fee discount. If your form is not received by March 1st and your check is for the reduced amount, you will be required to pay the difference at the Conference Registration Desk.

If you wish to stay at the Sheraton Inn and Conference Center, your hotel registration form must be received by the hotel by March 17, 1989, in order to guarantee a room. Send it directly to the Sheraton Center.

Meals are included in the hotel package. However, if you are not staying in the hotel, meals can be purchased from ANYSEED through the pre-registration form only. *No meals can be bought at the time of the Conference.*

When registering for your workshops, please be sure to indicate a first and second choice.

If you have any questions, please feel free to call Dolores Calandra at (716) 662-5713 Home, or (716) 883-5865 or 66 - after 3:30 - School.

Registration Co-Chairpersons — Thomas Alcamo 834-5859 (716)

Sue Schleef 433-4025 (716)

DIRECTIONS

By Automobile - Exit 31 from the New York State Thruway; follow signs to downtown Utica; Sheraton Hotel is on Genesee Street.

By Train - From the train station, go one-half mile on Genesee Street; Sheraton Hotel in on Genesee Street.

The Sheraton Inn & Conference Center
200 Genesee Street
Utica, New York
(315) 797-8010

-ANYSEED DIRECTORY-

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SPECIAL FULL DAY SESSION

SCHOOL CONFLICT: OPPORTUNITY OR PAIN FOR THE PRINCIPAL AN ADVANCED SEMINAR IN CRISES MANAGEMENT

Taught By: Dr. Nicholas Long

Date:	April 8th, 1989	Place:	Utica Sheraton Hotel
Time:	9:00 A.M.-12:00 A.M. 2:45 P.M.- 5:00 P.M.	Lunch:	12:30 P.M.-1:30 P.M.**
Cost:	$35.00 Separate from Conference Registration	Contact:	Mr. Thomas Alcamo 24 Admiral Road Buffalo, N.Y. 14216

Life is stressful and stress in life is inevitable. While a principal has many responsibilities, one key role is the management of conflict between students and teachers, between teachers, between teachers and parents, between teachers and supervisors, and between school staff and community groups. The goal is to prevent these conflicts from escalating into destructive and no win "power struggles." Here the role of the social worker, psychologist, counselor or other school/agency mental health worker is of utmost importance.

This seminar will demonstrate how school conflict can be used by the principal or others as an opportunity to teach and for students and staff to learn new solutions to interpersonal difficulties.

The seminar will use actual video segments of student/teacher conflicts that will be used to teach the following concepts:

1. The Dynamics of the Conflict Cycle and How to De-escalate a Power Struggle.
2. The Dynamics of Aggression and How to De-escalate Aggressive Behavior in Students and Staff.
3. The Dynamics of Passive Aggression and How to De-escalate the Effectiveness of this Indirect Form of Aggression.
4. The Dynamics of Dependency and How to Prevent Teacher and Parents From Rescuing Dependent Students.

These four concepts will provide the mental health team with the necessary skills to manage school crises with renewed comfort and confidence.

WORKSHOP LEADER

Dr. Nicholas Long is a nationally recognized leader in Special Education/Emotional Disturbance. Trained by Fritz Redl and William Morse in 1956, Dr. Long has continued to practice, refine, and teach the Life Space Interview (LSI) to educators and mental health professionals. Clinically, Dr. Long has directed the Children's Residential Rose School in Washington, D.C. He holds the academic ranks of Professor of Psychiatry at Georgetown University School of Medicine. Dr. Long also actively teaches Special Education at American University in Washington. He is the Co-Editor of the *Pointer Journal*, co-authored *Conflict in the Classroom*, and has authored numerous other volumes including *Teaching Children Self Control*. He is well known for his successful TV series, "Troubled Children", and for his realistic, practical, and enthusiastic teaching. IF YOU HAVE NEVER HEARD NICK LONG BEFORE...YOU'RE IN FOR A TREAT!

"DON'T MISS THIS WORKSHOP"

**Lunch is not included in the registration fee. Lunch may be purchased through advance purchase by utilizing the conference registration form (Section II).

24th ANNUAL ANYSEED CONFERENCE

Main Speaker: Dr. Nicholas Long - Keynote - Friday - 1:30-2:30 p.m.
Workshop - Friday - Session 3 - Mohawk Room - 2:45-4:15 p.m.
"Special Session" - Saturday - 9:00 a.m.-12:30 p.m.; 2:45-5:30 p.m.

Main Speaker: Dr. Stanley Fagen - Keynote - Saturday - 1:30-2:30 p.m.
Workshop - Saturday - Session 7 -Assembly C - 2:45-4:15 p.m.

Main Speaker: Ted Kurtz - Keynote - Friday - 9:30-10:15 p.m.

MEET THE EXPERTS: Long-Fagen-Kurtz -Sunday - 9:30-10:30 a.m. - Mohawk Room

FRIDAY, APRIL 7, 1989

Registration	8:00- 9:00
Session #1	9:00-10:30
Coffee (Exhibitors)	10:30
Session #2	11:00-12:30
Lunch	12:30- 1:30
Keynote	1:30- 2:30
Dr. Nicholas Long	
Session #3	2:45- 4:15
Session #4	4:30- 6:00
Cocktails	7:00- 7:30
Dinner	7:30- 8:30
Keynote	9:30-10:15
Ted Kurtz	
Award	
Award	
50's Party	11:00-?
(Dress to the occasion if you wish)	Pool Deck
President's Reception	11:00-?

SATURDAY, APRIL 8, 1989

Continental Breakfast	7:00- 8:00
Registration	8:00- 9:00
Session #5	9:00-10:30
Coffee/Poster Session/Exhibitors	
Session #6	11:00-12:30
Lunch	12:30- 1:30
Keynote	1:30- 2:30
Dr. Stanley Fagen	
Session #7	2:45- 4:15
Coffee	4:15- 4:30
Session #8	4:30- 6:00
Cocktails/ Entertainment	6:30- 7:30
Dinner	7:30- 9:00
Award	
Award	
70's-80's Party	9:00-12:00
Pool Deck	
Pool open until midnight.	
SPECIAL SESSION - Dr. Nicholas Long	

SUNDAY, APRIL 9, 1989

Annual Business Meeting	8:00- 9:00
Special Session - Meet The Experts	9:30-10:30
Brunch and Farewell	10:30- 1:00

Exhibits available Friday and Saturday until 4:30 p.m.

SESSION #1-
FRIDAY, April 7th
9:00 A.M.-10:30 A.M.

1.A. LIFE SKILLS

The workshop will discuss the program at St. Joseph's Villa of Rochester. The program is uniquely devised to enhance and develop the student who has been identified as a student with an educationally handicapping condition due to emotional disturbance and is academically functioning below grade level. The major goal of this instructional-social program is that upon graduation the students will have successfully completed courses of work which would allow them to enter the world of work.

Lindee Castle, Teacher, St. Joseph's Villa Day Treatment, Rochester
Paul A. Fromm, Vocational Counselor, St. Joseph's Villa of Rochester, Rochester

Room: Allegheny

1.B. THE USE OF MICROCOMPUTERS WITH AUTISTIC LIKE CHILDREN

Independent informal observations of the use of computers with the autistic child have led many to conclude that it may serve as a stepping-stone to social interaction for this population. In order to begin documentation of this, BOCES 2 has organized a project to begin gathering samples of behavioral data, which can be analyzed to provide systematic documentation of the autistic child's introduction to the microcomputer and the subsequent changes in his/her social interactions.

This presentation will consist of a brief review of the literature, discussion of preliminary data, anecdotal information and descriptions of the specific computer interventions used with these students.

Harriet Copel, Teacher Coordinator of Microcomputers in Special Education, BOCES 2, Suffolk County, Long Island

Room: Adirondack

1.C. DAY TREATMENT: AN INTEGRATED MENTAL HEALTH AND EDUCATIONAL PROGRAM

This workshop will focus on the process of establishing a Day Treatment Program within an existing BOCES Option III Program for emotionally disturbed students. Discussion will include specific procedures of referral assessment and communication which maximize family participation in the program, utilization by community agencies and a team approach to treatment.

Day Treatment staff will discuss the integration of mental health services in the classroom. Individual counselors will use slides, video tapes and hands-on materials to demonstrate their utilization of various therapeutic strategies and activities in individual, group and family therapy.

Mary Hutchens, MSW, Director of Day Treatment, The Special Children's Center, Ithaca
Lin Pettis, M.S., Day Treatment Counselor, T-S-T BOCES, Ithaca
Roberta Beck, Instructional Supervisor, T-S-T BOCES, Ithaca

Room: Conference Center

1.D. ENHANCEMENT OF SOCIAL, EMOTIONAL AND MORAL DEVELOPMENT IN CHILDREN THROUGH EFFECTIVE DISCIPLINE

The objective of this presentation is to give teachers a method of discipline that will promote student responsibility. Methods and materials taken from Dr. William Glasser's "Ten Steps to Discipline" and Kohlberg's "Stages of Moral Development" will be the focus. This workshop will include verbal, visual and kinesthetic methods. Come prepared to interact!

Colleen Taggerty, MSED, Resource Room Teacher, Olean City School District
Sandra Keough, MSED, Curriculum Coordinator, Catt. Co. BOCES, Cuba, N.Y.
Patricia Yehl, MSED, Kindergarten Teacher, Friendship School District, Olean

Room: Catskill

SESSION #2-
FRIDAY, April 7th
11:00 A.M.-12:30 P.M.

2.A. TEACHING SOCIAL SKILLS TO LEARNING DISABLED AND BEHAVIORALLY DISORDERED STUDENTS

This presentation will include a brief overview of Goldstein's Skillstreaming Program and how it differs from other social skills programs. Steps involved in beginning a skillstreaming group will be discussed. Videotapes will be incorporated, demonstrating how an initial and typical session would be structured.

Presenters will also touch upon methods used to teach the skillstreaming program to other teachers and counselors.

Maureen Guild, Resource Room Teacher, Olean City School District
Susan Hughey, Counselor, Camp New Horizons, West Valley
Robert Walk, School Psychologist, Olean City School District

Room: Allegheny

2.B. BEHAVIOR MANAGEMENT: A PROGRAM-WIDE APPROACH FOR EFFECTIVE CHANGE

The emotionally handicapped program at the Finger Lakes Education Center uses a behavioral framework in a program-wide setting. The multifaceted program strives to establish a consequential environment for behaviors as well as a therapeutic classroom for de-escalation interactions and pro-social objectives.

The workshop will provide program examples of token economies, such as the individual behavior note for all students. A summary of the positive reinforcements used in interventions will be discussed as well as crisis intervention techniques.

Pro-social curriculum and classroom de-escalation techniques will be demonstrated and materials will be available to workshop participants. There will be an opportunity for questions and answers.

Peggy Oertel, School Counselor, Finger Lakes Education Center, Rushville
Jacqueline Veitch, School Psychologist, Finger Lakes Education Center, Gorham, N.Y.
Wendy Woodworth, Special Education Teacher, Finger Lakes Education Center, Rushville

Room: Mohawk

2.C. EMOTIONALLY HANDICAPPED PRESCHOOL CHILDREN: AN EDUCATIONAL/THERAPEUTIC PROGRAM

The Special Children's Center is a non-profit agency, headquartered in Ithaca, N.Y., which has been providing educational and therapeutic programs for physically, mentally and emotionally handicapped preschool children for 40 years. The presentation will highlight different aspects of the program, as team members share information about their roles with the children and families. There will also be a videotape to highlight classroom structure, social/emotional tone and play therapy interactions.

Elizabeth Bruno, Ed.M., M.A., Developmental Specialist, The Special Children's Center, Inc., Ithaca
Meg Decker, O.T.R., Occupational Therapist, The Special Children's Center, Inc., Ithaca
Robin Dubovi, M.S.W., Social Worker, The Special Children's Center, Inc., Ithaca

Room: Adirondack

2.D. ACADEMIC PROGRAM FOR THE EMOTIONALLY DISTURBED CHILD

The workshop discusses the value of offering an academic program for the emotionally disturbed students in a hospital setting. The workshop will present a model academic program dealing with several areas, including establishing a rapport with the learner and controlling the discipline in the classroom.

Pradipta Chatterji, M.S. (Sp.Ed.), Binghamton Psychiatric Center, Binghamton

Room: Catskill

2.E. ASSESSMENT AND TREATMENT OF ATTENTION DEFICIT HYPERACTIVITY DISORDER

Children with Attention Deficit Hyperactivity Disorder (A.D.H.D.) display two major kinds of difficulties: an inability to sustain attention during problem solving and impulsiveness in both academic and social situations. This workshop will provide an overview of how this syndrome has been conceptualized over time. A.D.H.D. will be presented as distinct from other disorders characterized by acting-out.

Assessment, utilizing a variety of instruments completed by teachers, parents and clinicians, will be examined. Types of academic remediation and classroom management specific to these children will be shared. Treatment methods geared toward enhancing self-control, including cognitive-behavioral approaches and the use of medication, will be reviewed. A look at intervention within the child's family will also be included.

Alan J. Feuer, A.C.S.W., Psychiatric Social Worker, Mohawk Valley Psychiatric Center, Johnstown
Dario A. Stucchi, M.A., Psychologist, Mohawk Valley Psychiatric Center, Johnstown

Room: Conference Center

SESSION #3-
FRIDAY, April 7th
2:45 P.M.-4:15 P.M.

3.A. ART/DANCE/MUSIC/DRAMA: A JOURNEY THROUGH THE ARTS

Through audio-visual screening and "hands-on" experience, this workshop will show how interdisciplinary arts experiences are used at St. Anne's Junior and Senior High School to provide students with opportunities to come to know themselves and develop self-esteem.

In regularly scheduled classes in the visual arts, dance, music and drama as well as in specially scheduled school-wide events, students not only make works of art but are encouraged to develop their own creativity and aesthetic judgment.

Workshop participants will be provided opportunities to develop some of their own creative ability in one of the arts. Participants are encouraged to come dressed for activity.

Limit: 25

Tania Bruhn, Teacher - Dance, St. Anne Institute, Albany
Edith C. Lockett, Teacher - Art Humanities, St. Anne Institute, Albany
Lori B. Smith, Teacher - Art Humanities, St. Anne Institute, Albany

Room: Adirondack

3.B. THE SILENT STUTTER: LEARNING DISABILITIES IN WRITTEN EXPRESSION

Not only is the recognition of learning disabilities in written expression a problem, but the response to the problem, once it is recognized (diagnosed), is very frequently inappropriate. The workshop will deal with the responses of choice to learning disabilities in written expression that should be compensatory rather than remedial - such as the teaching of keyboarding, word processing and dictation skills. Inappropriate responses to this problem usually translate into escalating behavioral problems.

Jack Gallagher, Guidance Counselor, Port Jefferson Elementary School, Port Jefferson

Room: Conference Center

3.C. TEACHING PARENTS BEHAVIOR MANAGEMENT TECHNIQUES: A SIMULATED WORKSHOP

This workshop will simulate one session of a parent training program, designed to teach parents behavior management techniques. The simulation will be followed by a discussion of future program content, implementation and problems related to parent training.

During the simulation, the presenters will be demonstrating strategies and techniques for presenting program content and fielding parent questions.

Following the simulation, specific behavior management program content will be discussed, beginning with ways of identifying specific behaviors parents want to encourage or change. The concepts of two types of punishment, specific consequences, positive and negative reinforcement, contingency contracting and rules will be developed. Specific ideas in each area will be presented.

A. James Heitzman, Associate Professor of Special Education, SUC at Geneseo, Geneseo
Susan M. McCue, SETRC Coordinator, Livingston-Steuben-Wyoming BOCES, Geneseo, N.Y.
Molly K. Baker, Teacher of Emotionally Handicapped Adolescents, Graduate Student - SUC Geneseo, Perry, N.Y.

Room: Allegheny

3.D. IF YOUR STUDENTS OFTEN COMPLAIN ABOUT BEING BORED OR FRUSTRATED, THEN THIS WORKSHOP IS FOR YOU!

This presentation will offer practical and creative teaching strategies to facilitate learning for every student in the classroom. The workshop will focus on teaching strategies used for students with auditory processing deficits. Based on principles of mastery learning, these techniques have been utilized successfully in classrooms of emotionally disturbed adolescent youth, containing a wide range of instructional levels from grade one through senior high. By offering activities to address the modalities and instructional needs of each student in the class, everyone can experience success.

Methods for presenting reading, mathematics and content area skills in integrated formats meaningful to the student, regardless of his/her level of functioning, will be discussed and demonstrated. Participants will take part in activities which they may readily adapt for their own classrooms and implement when they return to school.

Kristin Kendall-Jakus, Senior High Option III Teacher, St. Joseph's Villa, Rochester

Room: Catskill

3.E. SPECIAL SESSION: DR. NICHOLAS LONG

Limit: 80

Room: Mohawk

SESSION #4-
FRIDAY, April 7th
4:30 P.M.-6:00 P.M.

4.A. THE MIDDLE SCHOOL CONCEPT AT THE ALTERNATIVE JUNIOR-SENIOR HIGH SCHOOL

The ALTERNATIVE HIGH SCHOOL is a BOCES run, center-based program for students with severe emotional and learning problems. After many years of existing at a "regular" high school for handicapped students, it was felt that a new outlook needed to be explored. This workshop will discuss the ideas behind the middle school, the transition to its new format and the problems now being encountered in this new program.

David R. Halpern, Principal, Alternative High School, Monroe #1 BOCES, West Henrietta, N.Y.
Nancy M. Hoskins, Advisor, Alternative High School, Monroe #1 BOCES, West Henrietta, N.Y.
Wilfred Gaspard, Advisor, Alternative High School, Monroe #1 BOCES, West Henrietta, N.Y.

Room: Adirondack

4.B. PROJECT GROUP: AN ALTERNATIVE TO THE CLASSROOM

Through the use of a slide presentation and hands-on participation, this workshop will explore alternatives to the

"traditional" classroom.

Project GRASP (Growth through Relationships, Action, Service and Problem-Solving) has been taking students out of the classroom where they have controls and putting them outdoors in situations where they have little or no controls. Students learn math, science, social studies, history and lifeskills without the pressures of a classroom. Through games and a wide variety of activities, it is hoped that the students will learn more from an experience than from a conversation.

Participants are encouraged to come dressed for activity.

Sally Head, Instructor, St. Anne Institute, Albany
Eileen Reedy, Assistant Instructor, St. Anne Institute, Albany

Room: Catskill

4.C. CHARACTERISTICS, TEACHER EXPECTATIONS AND CLASSROOM BEHAVIORS OF ELEMENTARY AND SECONDARY STUDENTS WITH EMOTIONAL DISTURBANCES IN A VARIETY OF CASCADE PLACEMENTS IN LOWER NEW YORK STATE

The workshop is designed to stimulate an interactive discussion between the presenter and the audience regarding past, present and future perspectives of the cascade as a service delivery model for students handicapped by their behavior. The session will include a discussion of the literature regarding the cascade, and research exploring teachers' behavioral expectations and students' behavioral characteristics. Additionally, practical ways to identify teacher expectations and rate student behavior, so that special educators can prepare students for less restrictive environments, will be explored.

Howard S. Muscott, Principal, French Hill Learning Center, N. Westchester/Putnam Board of Cooperative Educational Services, Yorktown Heights, New York

Room: Allegheny

4.D. A PSYCHOEDUCATIONAL MODEL FOR PREVENTIVE DISCIPLINE - "SPECIAL PRESENTATION"

The purpose of this workshop is to provide a preventative discipline model for teachers of emotionally disturbed students. The model is based on psychoeducational research on the development of self-control in school-aged youngsters. Participants will be trained to use the Preventative Discipline Inventory. This observational assessment instrument provides information for developing written behavior intervention plans for disturbed students. Through the use of the PDI, teachers can:

1. Develop a systematic profile of student self-control strengths and weaknesses.

2. Predict situations where students will lose self-control.

3. Write specific student self-control objectives.

4. Evaluate the results of teacher intervention strategies.

5. Prevent classroom discipline problems.

Martin Henley, Ph.D., Director, Special Education Programs, Westfield State College, Westfield, Massachusetts

Room: Mohawk

SESSION #5-
SATURDAY, April 8th
9:00 A.M.-10:30 A.M.
11:00 A.M.-12:30 P.M. (Double Session: #5.A. only)

5.A. CREATIVE LANGUAGE ARTS PROGRAM

The Creative Language Arts Program is a supportive approach to teaching learning objectives through the performing and visual arts. Due to the nature of the arts, positive self-concept and esteem are an integral part of this curriculum. Drama, dance, music, mime and visual arts, coordinated with classroom IEP objectives, give the child an opportunity to learn visually and kinesthetically. If, through this approach, self-esteem and self-concept are improved, other important things transpire: improved learning in the content areas, specifically language arts; a reduced incidence in discipline problems; and motivation to be attentive and involved in classroom lessons.

The first part of this presentation will explain the Creative Language Arts Program that takes place in the classroom. This will be accomplished through lecture, slides and other visual materials. The second part of the presentation will be in the format of "hands-on" activities. This will give the attendees a few concrete examples of the program.

Mrs. Patricia Rickard, Project Coordinator, Arts-In-Education Project with Denti Elementary School and the New York State School for the Deaf, Rome, N.Y.

Room: Assembly C

5.B. A COMPREHENSIVE BEHAVIOR MANAGEMENT SYSTEM USED WITH EMOTIONALLY DISTURBED ADOLESCENT BOYS

Discussion of the point system, alternate learning system, school store and student government as developed and used in the Children's Home of Kingston.

James F. Cardus, Director of Education, The Children's Home of Kingston, Kingston
Beverly Nielsen, Science Instructor, The Children's Home of Kingston, Kingston
Stephanie L. Perry-Mazzotti, Music Therapist, The Children's Home of Kingston, Kingston
Maria Sullivan, Administrator & Teacher, The Children's Home of Kingston, Kingston

Room: Allegheny

5.C. PARENTS AND TEACHERS AS SELF-EVALUATION TRAINERS FOR ADOLESCENTS WITH BEHAVIOR DISORDERS

This presentation will focus on techniques that can prepare parents and classroom teachers as self-evaluation trainers. Theories of self-evaluation and components of self-evaluation programs will be highlighted. Benefits to students including positive academic and social outcomes, as well as maintenance and generalization of self-evaluated behaviors, will be discussed.

Dr. Susan Polirstok, Assistant Professor, Lehman College, The City University of NY, Brooklyn

Room: Adirondack

5.D. SHAPING POSITIVE ATTITUDES TOWARD CHILDREN WHO HAVE AN EMOTIONAL DISTURBANCE

Helping elementary children understand and learn to deal with the inconsistencies of a student who is emotionally disturbed assures higher success in regular class integration. This workshop will demonstrate the use of the child-sized KIDS ON THE BLOCK Bunraku puppets in elementary schools to shape positive attitudes towards students with handicapping conditions. The puppets present fresh, candid and sensitive scripts geared for intermediate aged students. Children form relationships with these characters, becoming more comfortable with "differentness" and ask questions about the disability.

The demonstration will include the development, impact and implementation of programs as well as an opportunity for participants to try a hand with the puppets. Featured will be the emotionally disturbed, abused, learning disabled and divorce programs.

Limit: 50

Diana Van Hess, Teaching Assistant, Madison-Oneida BOCES, Verona, N.Y.
Dorothy H. Willsey, Director, Kids Matter, Assistant to Director of Special Education, Rome City School District, Rome

Room: Conference Center

5.E. BUILDING SELF-ESTEEM: THE DEVELOPMENTAL APPROACH IN EARLY PUBLIC SCHOOL ADMINISTRATION

This workshop will focus on the relationship of correct developmental placement, curriculum and practices in the primary grade levels to the establishment of positive self-esteem and self-concept in children. An overhead presentation and discussion on how Maine-Endwell has addressed the above areas and discussion of future plans to further enhance the district's primary level program will comprise the initial presentation. Small group topical materials and resource centers set up by the participants will follow.

The workshop will also touch upon the effects of the approach Maine-Endwell uses on the number of kindergarten through second-grade referrals made to the CSE over the last four years for L.D./E.D. services.

Limit: 40

Mr. Joseph T. Casazza, Director of Pupil Personnel Services, Maine-Endwell C.S.D., Endwell
Mrs. Sandra Moran, Kindergarten Teacher, Maine Memorial School, Maine, N.Y.
Mrs. Ann Scalzo, Kindergarten/Transitional 1st Grade, Maine Memorial School, Maine, N.U.

Room: Assembly B

5.F. THERAPEUTIC HORSEBACK RIDING FOR CHILDREN WHO ARE EMOTIONALLY DISTURBED

The presentation on therapeutic horseback riding will include an overview explaining how the program is working and how to start your own program. Handouts will be available with listings of licensed therapeutic horseback riding programs and where to get resource materials. A video of a lesson will be shown so participants will see how the program is implemented.

Lesley A. Godin, Special Education Teacher, Our Lady of Providence Children's Center, West Springfield, Ma.

Room: Catskill

SESSION #6
SATURDAY, April 8th
11:00 A.M.-12:30 P.M.

6.A. CREATIVE ARTS LANGUAGE PROGRAM (DOUBLE SESSION FROM SESSION #5.A.)

Mrs. Patricia Rickard

Room: Assembly C

6.B. THE COMPONENTS OF "R.E.S.U.L.T.S. - A SUCCESSFUL E.H. CLASSROOM"

Success in an E.H. classroom is measured by positive academic and emotional growth. In order to achieve those ends, a number of components must be applied.

By incorporating theory and practical applications, this workshop will explore seven specific areas for achieving

R.E.S.U.L.T.S. Handouts would be given and the program will combine a lecture and small group activity format. Time will be set aside for questions and discussion.

Kristin B. Sterling, English Teacher at Secondary Level, Orleans-Niagara BOCES, Sanborn, N.Y.

Room: Adirondack

6.C. HOW DO YOU MOTIVATE STAFF AND KEEP THEM ENERGIZED WORKING DAY-TO-DAY WITH EMOTIONALLY DISTURBED CHILDREN?

Our presentation will focus on how our management council functions to give the kinds of support our staff needs to be more energized and thus deal more effectively with our population of emotionally disturbed children. At the end of the presentation, we will entertain questions and answers. We hope to allow time to break into small groups to discuss ways other staffs deal with the entire group. Hopefully everyone will walk away with ideas to further motivate and energize a staff.

Limit: 30

Dave Abeling, Assistant Director, Day Treatment Unit Services, Rochester Mental Health Center, Webster, N.Y.
Richard Schonfeld, Assistant Director, Day Treatment Unit Services, Rochester Mental Health Center, Webster, N.Y.

Room: Catskill

6.D. A THEMATIC APPROACH TO SOCIAL SKILLS BASED ON DEVELOPMENTAL THERAPY

A motivating, theme-based program adapted from the Developmental Therapy philosophy. This presentation is specifically geared towards elementary ED/BD classrooms but can certainly be adapted to the mainstream or upper level ED/BD programs. Included in my presentation will be an overview of Developmental Therapy and strategies for implementing the developmental approach to: individual and group goal-setting behavior management, academic instruction and recess. A brief slide presentation will give visual accounts of themes used. Participants will leave with sample developmental goals and objectives, theme strategies and mainstreaming techniques.

Diane Dugas, Special Education Teacher, Spaulding Elementary School, Mountain Road, W. Suffield, Ct.

Room: Conference Center

6.E. TEACHING MEDITATION TECHNIQUES TO CLIENTS AS A CLIENT-CENTERED HOLISTIC ADJUNCT TO TRADITIONAL THERAPIES

Presentation will be divided into three parts: lecture, full participation direct experience and question-and-answer. The second part of the program will include a full-participation, non-strenuous Yoga set and practice with simple meditation and relaxation techniques. The third part of the presentation will be a question-and-answer session. Handouts will be distributed, and books and manuals will be available.

Participants should wear loose, comfortable clothing, although real exercise clothing is not necessary.

Limit: 25

Siri Narayan Kaur Khalsa-Fuda, M.A. M.S. EX.ED., Cert. Kundalina Yoga Teacher, Language Arts and Creative Studies Teacher, School 45, Buffalo, N.Y.

Room: Allegheny

6.F. SELF-ESTEEM AND DISCIPLINE: BRIDGING THE GAP

This workshop will explore the various strategies utilized by the authors on a daily basis which help to structure appropriate classroom discipline while maintaining and enhancing self-esteem. The principles to be described include: reality therapy, constructive limit-setting, student-centered curriculum and symbolic therapeutic play. Discussion will focus on both the theoretical bases of these strategies and their practical application to the classroom setting, with specific examples provided. Participants will also be invited to submit specific problem situations to the presenters for demonstration of how these principles may be applied to their settings. Also included in the presentation format will be visual aids, examples of student projects and demonstrations of materials utilized.

Limit: 40

Melinda M. Cormier, Special Education Teacher, Sullivan County BOCES, Liberty, N.Y.
Jim Giorgi, School Psychologist/Clinical Team Leader, Sullivan County BOCES, Liberty, N.Y.

Room: Assembly B

SESSION #7- SATURDAY, April 8th

7.A. SPECIAL SESSION: DR. NICHOLAS LONG
9:00 A.M.-12:30 P.M.
2:45 P.M.- 5:30 P.M.

Room: Mohawk

7.B. SPECIAL SESSION: DR. STANLEY FAGEN
2:45 P.M.-4:15 P.M.

Limit: 80

Room: Assembly C

7.C. SIGNALS AND RESOLUTIONS OF BEHAVIOR CRISIS IN THE SPECIAL EDUCATION CLASSROOM
2:45 P.M.-4:15 P.M.

This workshop centers on the issue that disruptive behavior in a classroom is one of the major concerns of educators today. The presentation will stress the belief that by encouraging positive feelings, the potential of disruptions is reduced. The workshop will focus on the techniques of recognizing and resolving problems before they become disruptive. Discussion will highlight effective teacher responses to discipline problems. These will include an emphasis on techniques that can be utilized to prevent discipline problems.

Limit: 25

Neal Schneider, Learning Disabilities Specialist, Astor Learning Center, Rhinebeck, N.Y.

Room: Conference Center

7.D. VOCATIONAL TRAINING: PATHWAYS TO THE WORLD OF WORK
2:45 P.M.-4:15 P.M.

The workshop will discuss the Vocational Training Program, which is an innovative, alternative occupational placement for special needs students for trade and work experience.

Cindy S. Reed, Work Study Instructor, Vocational Training Program, Wayne-Finger Lakes BOCES, Sodus, N.Y.

Room: Allegheny

7.E. SCHOOL/TREATMENT: AN INTEGRATED MODEL FOR THE EDUCATION OF EMOTIONALLY DISTURBED CHILDREN
2:45 P.M.-4:15 P.M.

This workshop will address program design issues and illustrate the underlying principles guiding our staff as we respond to the needs of our students and families. The format of the workshop is as follows:

1. Presentation of the Student and Family Manual, with detailed description of our program's system of behavior management and prosocial skills training.

2. Interdisciplinary panel discussion, with case/anecdotal examples illustrating how we: (a) implement the manual; and (b) effect a blending of school and treatment.

Michael Lucow, Director, Gateway Day School/Treatment Program, Williamsville, N.Y.
Maureen Smith, Instructor in Special Education, SUNY at Geneseo, Gateway Youth and Family Services Day School/ Treatment Program, Williamsville, N.Y.

Room: Adirondack

7.F. VALUES CLARIFICATION WITH EMOTIONALLY HANDICAPPED STUDENTS
2:45 P.M.-4:15 P.M.

This workshop is designed for special education teachers and other practitioners who are interested in using a values clarification program with emotionally handicapped students.

Values clarification is one of many psycho-educational approaches to meet the affective needs of students. This workshop will review the history, goals and methods involved in values clarification, and its applications with emotionally handicapped students. The benefits and criticisms of such a program will also be discussed.

This workshop will also address how to implement a values clarification program with emotionally handicapped students. Workshop will include: difficulties to be aware of when beginning, establishing groundrules and locating materials. Several sample exercises will be presented as a demonstration of activities and methods.

Limit: 30

Brian J. Abrams, Ph.D., Special Education Teacher, Sagamore Children's Center, Melville, N.Y. and Adjunct Faculty, Dept. of Special Education and Reading, L.I.U./C.W. Post Campus, Brookville, N.Y.

Room: Catskill

SESSION #8-
SATURDAY, April 8th
4:30 P.M.-6:00 P.M.

8.A. THE NEW ROLE OF CONSULTANT TEACHER: EXPECTATIONS FOR PROGRAM IMPLEMENTATION

With the provision for consulting teacher added to the Commissioner's Regulations for Special Education, the inception of new programming strategies and techniques are forthcoming.

This workshop will focus on actual implementation of the consultant model and an attempts to alleviate problems encountered in this new role for teachers involved.

Discussion will center around the positive and negative aspects of program implementation, program planning and the everyday workings of the program. Discussion will lead to recommended suggestions for actual implementation of the consulting teacher program in the districts of participants.

Kevin LaPierre, Special Education Teacher, Ravena-Coeymans-Selkirk Junior High School, Ravena, N.Y.

Dawn Sherman, Jr. High English Teacher, Ravena-Coeymans-Selkirk Junior High School, Ravena, N.Y.

Room: Adirondack

8.B. BEHAVIOR MANAGEMENT AND ACADEMIC PLANNING: A SCHOOL BASED TEAM APPROACH

Multiple factors underlie a handicapped student's difficulty in developing social skills within a school setting. These factors were identified and collaboratively managed by a school based team. Effects of the team effort are reported in relation to techniques used to decrease suspension, to increase self-esteem, to enhance learning style and to facilitate movement toward the least restrictive environment. Peer coaching, peer tutoring, holistic learning and team organization are discussed.

Debra Baldwin, K-6 Special Education Resource Teacher, Utica City School District, Utica
Kelly Dooley, Special Education Teacher, Option I, Primary, Utica City School District, Utica
Roxanne Neville-Hall, Special Education Teacher, Utica City School District , Utica

Room: Catskill

8.C. GAMES THAT TEACH: PART II

The creative use of adapted games in the classroom can foster self-esteem in students and can help the teacher to maintain high student involvement and interest in the learning process. Such involvement encourages the students' own self-discipline when good behavior is a condition for continued playing and thereby decreases the need for the teacher to apply external controls.

In this workshop two teachers, who work with emotionally disturbed teenage males in a mixed residential/day school, will share some of the successful games, gimmicks and warm-ups they and fellow teachers have used with these students. Those activities can be adapted to other age groups.

As in the previous presentation, "Games That Teach: Part I," the workshop will be experiential in order that the participants can try as many techniques as possible. The games can apply to many areas of the academic curriculum. Handouts will be provided.

Jane Davis, Remedial Math Teacher, LaSalle School, Albany, N.Y.
Deborah Fisher, Math Dept. Head, LaSalle School, Albany, N.Y.

Room: Allegheny

MEMBERSHIP

It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of PERCEPTIONS
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
4. reduced rates at local chapter conferences and workshops
5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

Jim Burke
Sayville Learning Center
100 Greene Avenue
Sayville, NY 11782

The ANYSEED Executive Board in 1986 established two awards which have been presented at our annual conference. The Steven J. Apter Award is presented to an outstanding individual in the field of special education and the Conrad Hecht Memorial Mini-Grant, given to honor a special education student or agency.

In 1988, the Executive Board, to recognize two devoted and longtime members of ANYSEED, established the Ted Kurtz Teacher Achievement Award, which will be presented to a deserving teacher, and the Everett Kelley Award, in recognition of the spirit of parsprofessionals or volunteerism.

Any current paid member of ANYSEED may nominate individuals for these awards. Each candidate will be screened carefully and the recipients will be announced at the annual conference.

Any questions or concerns can be addressed to Joy Fields - Awards Chairperson.

Joy Fields
154 Anderson Place
Buffalo, New York 14222
(716) 886-4375

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-1969. Following his untimely death, a memorial fund was established to honor a Special Education Student or Agency. As a member of ANYSEED, you have the opportunity of nominating your choice for the recipient of this grant which will be presented annually at the ANYSEED Conference.

The vehicle for nominations shall be a form sent to each member upon joining ANYSEED. The following is a sample of the format which may be modified by the Executive Board:

Name of Nominee: (Student, School, Agency)
Home Address:
Telephone Number:
School Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1988-89 year? ☐ Yes ☐ No

Biographical Sketch: (Student)
Historical Background: (School or Agency)
Program Goals: (Student/School/Agency)
Achievements: (Student/School/Agency)

Attach two (2) letters from teachers or professional affiliates to illustrate merit, and/or program commitment.

Return to:
Joy Fields
Chairperson-Awards Committee
154 Anderson Place
Buffalo, New York 14222

STEVEN J. APTER AWARD

The Steven J. Apter Award will be presented annually at the ANYSEED Conference. Members of the organization are invited to submit nominations of deserving individuals. Each candidate will be carefully screened and a finalist will be determined by the ANYSEED Executive Board. The format is as follows:

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted by: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1988-89 year? ☐ Yes ☐ No

Biographical Sketch:
(Include personal data and educational background.)

Professional Development:
(Participation in professional organizations and service on committees, workshops and conferences, in the area of Special Education.)

Educational/Civic Service:
(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)

Attach a total of two (2) letters from professional associates and supervisors illustrating the following:

Research/Scholarship, Leadership, Professional Achievement, Commitment to Handicapped Youth.

In addition, submit three (3) references that may be contacted for additional information.

Return to ANYSEED Membership Office.

Return to:
Joy Fields
Chairperson - Awards Committee
154 Anderson Place
Buffalo, New York 14222

RENEW YOUR MEMBERSHIP - SAVE $ $ $ -

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Award was established in recognition of the spirit of paraprofessionals or volunteerism. Ed has dedicated a lifetime to ANYSEED - bringing PERCEPTIONS to its status today, a nationally recognized journal. In honoring our para-professionals or volunteers with the Everett Kelley Award, we are saying thank you to a man who always gave of himself.

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted by: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1988-89 year? ☐ Yes ☐ No

Biographical Sketch:
(Include personal data and educational background.)

Professional Development:
(Participation in professional organizations and service on committees, workshops and conferences in the area of Special Education.)

Educational/Civic Service:
(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)

Attach a total of two (2) letters from professional associates and supervisors illustrating the following:
Research/Scholarship, Leadership, Professional Achievement, Commitment to Handicapped Youth.

Return to:
Joy Fields
Chairperson-Awards Committee
154 Anderson Place
Buffalo, New York 14222

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award will be presented annually at our yearly conference to a deserving teacher. In establishing this award, we will be honoring a person who has been a strong, steady influence to not only the people of ANYSEED but for the students and teachers of New York State. The format is as follows:

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted by: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1988-89 year? ☐ Yes ☐ No

Biographical Sketch:
(Include personal data and educational background.)

Professional Development:
(Participation in professional organizations and service on committees, workshops and conferences in the area of Special Education.)

Educational/Civic Service:
(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)

Attach a total of two (2) letters from professional associates and supervisors illustrating the following:
Research/Scholarship, Leadership, Professional Achievement, Social and Commitment to Handicapped Youth.

Return to:
Joy Fields
Chairperson-Awards Committee
154 Anderson Place
Buffalo, New York 14222

- RENEW YOUR MEMBERSHIP - SAVE $ $ $ -

ANYSEED'S 24th ANNUAL CONFERENCE REGISTRATION FORM

Pre-registration form must be received by March 7, 1989 for discount.

Name _____ ☐ Member ☐ Non-Member

Address _____

_____ State _____ Zip Code _____

Home Phone (____) _____ Business Phone (____) _____

Please return this form and your check (made out to **ANYSEED**) to:
ANYSEED Conference, Thomas Alcamo, 24 Admiral Road Buffalo, New York 14216

For more information call: (516) 567-4901

If you are attending the Conference, and paying the Hotel package fee (includes meals), fill in Sections I, III and IV.

If you are not staying in the Hotel, please fill in Sections I, II and III.

SECTION I—CONFERENCE REGISTRATION FEE

CONFERENCE	BEFORE MARCH 7, 1989		AFTER MARCH 7, 1989		AMOUNT REMITTED
	MEMBERS*	NON-MEMBERS	MEMBERS*	NON-MEMBERS	
FULL CONFERENCE	$50.00	$75.00	$70.00	$95.00	$ .00
FRIDAY ONLY	35.00	60.00	55.00	80.00	.00
SATURDAY ONLY	35.00	60.00	55.00	80.00	.00
SUNDAY ONLY	20.00	45.00	40.00	65.00	.00

"Special Session - Dr. Nicholas Long" Saturday April 8, 1989 - $35.00 $_____

*Attach photocopy of Membership Card.

Presenters—No fee for Conference; check meal or hotel prices below.

Students (Full time only)—Full Conference only-$35.00.
(Please include Student ID Card, or letter from Department Chairperson.)

Cancellations—No cancellations will be considered after **March 20th.**
$15.00 charge for any returned checks.

Registration fees **do not** include meals.

Hotel Registration—Meals **are** included.

Meals may be purchased separately if you have included a registration fee above. Meals may be purchased through pre-registration and will not be available at the time of the Conference.

ARE YOU STAYING AT THE HOTEL? ☐ Yes ☐ No

SECTION II—SEPARATE MEAL PURCHASE

Friday Lunch	$16.00	$ .00
Friday Dinner	$20.00	$ .00
Saturday Lunch	$17.00	$ .00
Saturday Dinner	$22.00	$ .00
Sunday Brunch	$15.00	$ .00

Total amount remitted for separate purchased meals:
$ .00

SECTION III—WORKSHOP REGISTRATION (Enter Salon Letter or Number)

Friday April 7, 1989

	1st Choice	2nd Choice
Session 1		
Session 2		
Session 3		
Session 4		

Saturday April 8, 1989

	1st Choice	2nd Choice
Session 5		
Session 6		
Session 7		
Session 8		

Sunday April 9, 1989
ANNUAL BUSINESS MEETING - 8:00 a.m.
MEET THE EXPERTS - 9:30 a.m.

SECTION IV -
Anyseed Conference Hotel Registration Form
Return to:
Anyseed Conference Registration
Sheraton Inn & Conference Center
200 Genesee Street Utica, New York 13502-4392

RATES: Package Price, Friday April 7 - Sunday April 9.

Single..... $222.27
Double..... $160.27 Per Person
Triple..... $140.27 Per Person

Includes: Room for Friday and Saturday night, lunch through Sunday.

Thursday April 6 - Sunday April 9.

Single..... $290.27
Double..... $197.27 Per Person
Triple..... $157.27 Per Person

Includes: Room for Thurs.- Sat. night, Fri. lunch through Sun. brunch, gratuities.

Credit Card Account # must be provided if you are arriving after 6 p.m. Friday, April 7, 1989.
Otherwise, reservations are guaranteed by submitting Section IV to the Sheraton Inn & Conference Center, address listed above, with a $25 deposit made to the hotel.

Name _____ Tax Exempt Number _____

Address _____ State _____ Zip Code _____

Home Phone (____) _____ Business Phone (____) _____

Credit Card Number to Guarantee Late Arrival _____ You MUST cancel guaranteed room by 6:00 p.m. to avoid charge.
(If arriving after 6:00 p.m. Friday)

Type of Accommodation: ☐ Single ☐ Double

Roommate: _____ –HOTEL WILL NOT ASSIGN ROOMMATES–CHECK-IN TIME 3:00 P.M.

COLLEGE GRADUATE CREDIT

The ANYSEED Professional Development Division in conjunction with the 24th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, are pleased to announce the establishment of a three (3) hour graduate course associated with the 24th Annual ANYSEED Conference April 7, 8 and 9, 1989.

Course: 39593, Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children as identified in the conference sessions will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements:
Students are required to:
(1) Attend the full 24th Annual ANYSEED Conference.
(2) Attend class sessions scheduled for Thursday, April 6, 1989 at 7:30 P.M. and Sunday, April 9, 1989 at 10:00 A.M.
(3) Summarize and analyze each of the workshops attended.
(4) Propose an independent project that applies information acquired from the conference sessions.
(5) Be available for individual consultations with the course instructors with respect to the proposed independent project.
(6) Implement and evaluate the independent project.

Detailed guidelines for course requirements will be distributed at the first class meeting.

Registration Deadline: March 15, 1989

Fees: $294 - In addition to the conference fee; make checks payable to ANYSEED, Professional Development Division; Robin Mason, 1820 Fairport Nine Mile Point Road, Rochester, New York 14526

Registration Information: When sending the fees ($294 and conference fee) please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE CHECK. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. It is our intention to continue this type of course offering at subsequent conferences should it meet with sufficient enrollment.

ANYSEED — ASSOCIATION of NEW YORK STATE EDUCATORS of the EMOTIONALLY DISTURBED
PREMM LEARNING CENTER—c/o Jim Burke, 1200 Montauk Highway, Oakdale, N.Y. 11769 Telephone (516) 567-4901

Chartered by the Board of Regents
INSTRUCTIONS: Please complete and mail—to the above address—with a check for twenty dollars ($20.00), payable to "ANYSEED" as dues through August 31.
Please select a local chapter affiliation by checking a box below.

PLEASE PRINT OR TYPE:
Name ☐ Miss ☐ Mr. ☐ Mrs. ☐ Dr. _____

HOME ADDRESS
_____ (Number) (Street) (Apt. if needed)
_____ (City) (County) (State) (Zip)
( ) _____ Telephone

ADDRESS at WORK
_____ Your Position or Title
_____ (School, Institution, or Agency)
( ) _____ Telephone
_____ (Street Address)
_____ (City) (County) (State) (Zip)

CHECK ONE: ☐ New Member ☐ Renewal

(PLEASE CHECK ONE BELOW)
*CHAPTER MEMBERSHIP—I WISH TO BECOME A MEMBER OF
☐ NEW YORK CITY LOCAL CHAPTER
☐ ROCHESTER, NEW YORK LOCAL CHAPTER
☐ ALBANY/CAPITAL DISTRICT LOCAL CHAPTER
☐ LONG ISLAND CHAPTER
☐ UTICA LOCAL CHAPTER
☐ WESTERN NEW YORK LOCAL CHAPTER
☐ SOUTHERN TIER LOCAL CHAPTER
☐ SYRACUSE LOCAL CHAPTER
☐ MID-HUDSON LOCAL CHAPTER
☐ MASS. EDUC. DIST. CHILD.

PLEASE FIND MY CHECK FOR $20.00 WHICH WILL COVER BOTH STATE AND LOCAL DUES

OFFICE USE ONLY

MC _____	Long Island _____	Albany _____
TR _____	MEDC _____	Syracuse _____
NYC _____	FC _____	Utica _____
Roch _____	WNY _____	Mid-Hudson _____
Southern Tier _____	State _____	

ASSOCIATION—STUDENT OR RETIRED—MEMBERSHIP

☐ I am a full-time student. Enclosed is my $10.00 dues for the year through August 31. (This membership requires the counter-signature of your Department Chairman.) Select a local chapter affiliation by checking a box at the left.

☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my $10.00 dues for the year through August 31. Select a local chapter affiliation by checking a box at the left.

Contribution in Addition to Membership Fee — Amount

☐ Conrad Hachi Memorial Fund _____
☐ Steven Apter Fund _____

_____ Signature of Department Chairman

MEMBERSHIP YEAR 9/1 THROUGH 8/31

Conference Notes...

24th Annual Conference
April 7-8-9, 1989
Utica Sheraton Hotel

ANYSEED
EDITOR - PERCEPTIONS
Robert Michael
OMB 112
SUNY College at New Paltz
New Paltz, New York 12561

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Hemsley, R., Howlin, P., Berger, M. Hersov, L., Holbrook, D., Rutter, M. & Yule, W. (1978). Treating autistic children in a family context. In M. Rutter and E. Schopler, (Eds.), *Autism: A reappraisal of concepts and treatment* (pp. 379-411). New York: Plenum.

Lovaas, O.I. (1978). Parents as therapists. In M. Rutter and E. Schopler (Eds.). *Autism: A reappraisal of concepts and treatment* (pp. 369-378). New York: Plenum.

Meehl, P.E. (1973). Some methodological reflections on the difficulties of psychoanalytic research. [Monograph No. 30]. *Psychological Issues*, 8, 104-117.

Schopler, E. (1978). Changing parental involvement in behavioral treatment. In M. Rutter and E. Schopler (Eds.). *Autism: A reappraisal of concepts and treatment*. (pp. 413-421). New York: Plenum.

Skinner, B.F. (1972). *Cumulative record*. New York: Appleton-Century-Crofts.

Susser, P. (1974, May/June). Parents are partners. *The Exceptional Parent*, pp. 41-47.

Wachtel, P.L. (1977). *Psychoanalysis and behavior therapy:* Toward an integration. New York: Basic.

MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS

The Role Of Therapy In Education

February 23-25, 1989
Hyatt Regency Hotel,
Kansas City, Missouri

Dr. Linda Edwards School Of Education
University of Missouri, KC
5100 Rockhill Road Kansas City, Missouri 64110
(816)276-2254

FROM THE CHAPTERS

LONG ISLAND CHAPTER

A panel discussion about "least restrictive environment" was held by the Long Island Chapter. The panel included Mr. James Fogerty, Director of Special Education at BOCES 2, Suffolk County; Mr. Howard Brodsky, Director of Special Services, Brentwood School District; and Dr. Eric J. Weaver, Director of Special Educational Services, Middle County School District.

Congratulations to Alise Guarnaschelli and officers of the Long Island Chapter of ANYSEED.

WESTERN NEW YORK CHAPTER

The Western New York Chapter held a dinner with presenter Mr. James Fogerty, Director of Special Education at BOCES 2, Suffolk County, speaking on "Torte."

Congratulations to Cindy Feola, Chairperson and executive board members of the WNY Chapter of ANYSEED.

ROCHESTER CHAPTER

The Rochester Chapter, in conjunction with several other local organizations, held a successful local conference with over 400 participants. Dr. Virginia Rezmierski was the keynote speaker.

Congratulations to Ingrid Quinn and all the committee for an excellent conference.

UTICA CHAPTER

The Utica Chapter had a meeting to review the various aspects of the ANYSEED Conference.

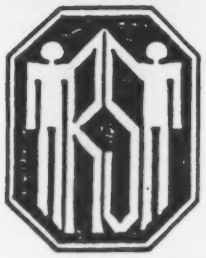
Congratulations to Russ Dalia for providing the leadership.

MID-HUDSON CHAPTER

The Mid-Hudson Chapter hosted a panel discussion with the theme of "teaching ideas that work for me."

Congratulations to Michaela D'Aquanni, Melinda Cormier, Neil Schneider, Debbie Brunjes, Laura Corbett, and Rik Flynn.

To submit chapter news, please contact:
Dr. Robert J. Michael, Editor
OMB 112 SUNY New Paltz, New York 12561 (914) 257-2830



THE COREY SCHOOL

at

Pilgrim Psychiatric Center
West Brentwood, New York

A HOLISTIC APPROACH TO SPECIAL EDUCATION WITHIN A PSYCHIATRIC SETTING

by

Phyllis March & Diana Dantuono

Phyllis March, M.S., Chief Educational Services, and Diana Dantuono, M.S., Teacher IV. The Corey School of Pilgrim Psychiatric Center. West Brentwood, New York.

HISTORICAL PERSPECTIVE/PHILOSOPHY

The Educational Services Department at Pilgrim Psychiatric Center in West Brentwood, New York, has been in existence for eighteen years. The program began with one teacher for an entire adolescent unit. Over the years the program has expanded to its present state of 10 teachers, three teacher assistants and two rehabilitation assistants. Pilgrim is an adult psychiatric facility which provides inpatient and outpatient services for adults 18 years of age and older who are residents of Nassau County. The aforementioned adolescent unit was disbanded in 1976.

The services described in this article are available to both adolescents and adults at this facility. The nucleus of the department's philosophy is a reflection of the many components that are enveloped in the educational process. Programs are designed to improve academic functioning levels; however, the faculty at Pilgrim does not measure success strictly in the academic achievement of students. The holistic approach compels the staff to address all of the conflicts that influence students' lives.

Many of the students are products of a system that could not deal effectively with their mental illness. By the time they reach an adult psychiatric facility, they have been through the gamut of various classroom placements and residential settings for children. Many clients are victims of a society that pervasively abuses drugs and alcohol. Strengthening students' academic abilities is important but the onus for their emotional, psychological and physical well-being also falls within the teachers' realm. By establishing an effective rapport with clients it becomes possible to rebuild self-concepts, establish realistic goals and assist in developing the resiliency needed to meet the challenges ahead.

FACULTY

The faculty consistently strives towards excellence. They welcome the opportunity to gain knowledge in other areas that will facilitate their multifaceted role as teachers in a psychiatric setting. As the student population ranges in age from adolescent to geriatric, courses in psychopharmacology, gerontology, nutrition, psychology and neurolinguistics have been added to the inservice list. The staff also provides consultant services for the facility. Faculty members have been involved in developing inservices for AIDS, introduction to English as a Second Language, mobility training for the blind and regional training for the Personalized Care Model (PCM) in the area of Competency Skills.

PROGRAM

The special education program in one component of Rehabilitation Services offered at Pilgrim Psychiatric Center. These services represent a network of programs designed to maximize individual capabilities and potential. All programmatic services are administered in accordance with the Personalized Care Model (PCM) which emphasizes an individualized approach to treatment. There are five elements which comprise the basic structure of Rehabilitation Services:

- Competency Skills
- Psychosocial Leisure Services
- Residential Services
- Vocational Services
- Paramedical Services

Intrinsic in this design is a continuum of services beginning in the residential unit and extending into the community. The following departments are responsible for providing these services:

- Educational Services
- Occupational Therapy
- Physical Therapy
- Psychosocial
- Speech Pathology/Audiology Services
- Rehabilitation Counseling
- Remotivation Therapy
- Therapeutic Recreation Services
- Vocational Programs

EDUCATIONAL SERVICES

Diagnostic Testing/Placement

Comprehensive diagnostic evaluations are completed for all clients to ascertain functioning levels. Adolescents are afforded all of the legal procedures as is their right in accordance with State Education and the Office of Mental Health (OMH) regulations. All clients 18-21 years of age without a high school diploma are presented to the facility's Committee on Special Education. All testing information on adults and adolescents is given to the department's Placement

Committee which determines the appropriate class placement and schedule for each client. The following programs are available to all clients at Pilgrim:

COMPETENCY SKILLS

This program has proven to be an excellent discharge preparation course. The curriculum focuses on honing skills which will enable the student to function successfully in the community. The coursework includes: social skills, community awareness, vocational development, personal hygiene, human sexuality, nutrition, meal preparation, money management and coping skills. All clients referred to vocational services must be evaluated to ensure competency in these areas. The instructors of this course developed their own evaluation tool entitled Community Living Assessment for Self Sufficiency (C.L.A.S.S.).

COMPUTER LITERACY

This course accommodates all clients regardless of functioning level. The students have a vast array of software in all subject areas at their disposal. The computer literacy program encompasses the following: introduction to computers, processing data, writing a program in BASIC, vocational aspects of the computer field, word processing, database and spreadsheets. The computers are instrumental in the production of the school newspaper and special invitations, notices and leaflets requested by various departments to publicize special events.

ELEMENTARY/SECONDARY EDUCATION

A comprehensive program is offered on the elementary and secondary level. All curricula meet the standards set forth by the State Education Department. The secondary program emphasizes preparation for the G.E.D. exam. The General Education Development program offers students the opportunity to receive the high school equivalency diploma. Pilgrim is an approved G.E.D. test site. All students who successfully complete the examination are honored at Pilgrim's annual graduation ceremony. Indeed, many graduates have found gainful employment in the community.

DEVELOPMENTALLY DISABLED

This class is designed to service severely regressed clients. The program focuses on strengthening fine and gross motor skills, developing perceptual and cognitive abilities and formulating an individual language communication program for each student. A multidisciplinary approach is employed in developing programs for these target areas.

ENGLISH AS A SECOND LANGUAGE

This class is available to speakers of all foreign languages. It has been called the "United Nations" of the education department as the class is comprised of clients of various nationalities. Lessons are designed to improve language comprehension and expression, conversational skills, reading, writing and articulation of the English language. The program utilizes the Fundamental Language Assessment, an evaluation tool designed by the ESL instructor at the facility. This assessment identifies areas for remediation in vocabulary, pronunciation and basic language skills.

PROGRAM INITIATIVES

Inherent in the holistic approach to rehabilitation is the responsibility teachers have to students to foster a sense of community and belonging. Towards this goal many school activities are planned to meet the academic, psychological and social needs of the students.

One of the first objectives initiated was a contest. The students were asked to vote for school colors and submit suggestions for a slogan and logo. The banner depicts the school colors (blue and silver), logo (Educare) and school name, as well as the logo for Rehabilitation Services. The Corey School is a tribute to Pilgrim's first teacher, Thelma B. Corey.

All activities are a team effort by students and staff. The school newspaper, the IEP (Informative Educational Publication), is representative of these efforts. This publication informs the Pilgrim community and public sector of pertinent health, safety and consumer issues, and highlights activities of the education program and facility. The students not only gain writing skills but also learn computer technology.

Unfortunately, many students have been accustomed to institutionalization. The lack of communication and camaraderie exacerbates the characteristics of their illness. The development of a "Care and Share" program enables the clients to reach out to others. The major focus of this program is twofold: to familiarize students with community services and to help the students reach out to those in need. Over the years the students rallied behind many causes.

The first enterprise enabled the school to come to the assistance of the Sesseton-Wahpeton tribe in South Dakota. A story in a local newspaper featured an article on the proposed closing of the tribe's school due to a lack of a school library. The students decided that they wanted to help. The entire student body participated in planning a cake sale and flea market. All proceeds were donated to the tribe. The contact person for the Tiospa Zina Tribal School, overwhelmed by this gesture, visited the facility. As a result of this visit, the students were able to view Indian artifacts and learn about the tribe and life on a reservation. Students from the tribal school wrote to thank the students and staff for their generosity. What a wonderful sharing experience this was for the students at Pilgrim.

Donating to charities has now become a tradition of the school. Canine Companions, Ronald McDonald House, Long Island Association for AIDS Care (LIACC), Adopt-A-Family, Small World (Pilgrim's Day Care Center), and Project Rudolph (the facility's annual holiday toy drive) have all benefitted from these efforts.

Pilgrim's Executive Director, Peggy O'Neill, often speaks of the "Pilgrim Community." She initiated the development of Small World and is very supportive of the special programs that promulgate her care and share philosophy.[1]

The students reside in the nation's largest mental health facility. Providing them with a sense of community and belonging is paramount. Special class projects enable students to participate in facility events such as Black History, Martin Luther King Jr. Commemoration, Women's History and the

International Festival.

Another successful program initiated is the guest lecture series which was established this year. Each month a person from the community is invited to address students on various topics. This past year the lecture series included information on AIDS, substance and alcohol abuse, sexually transmitted diseases, family planning, consumer awareness, legal issues, psychopharmacology and the Victims Information Bureau. The students benefit from the content of the lecture, and the speakers learn, as they look out into their attentive and eager audience, that there is nothing to fear. Bringing the community into the facility will hopefully effect a small yet significant change in the way society perceives the mentally ill population.

The Educational Services Department also sponsors cultural events for the facility. This spring the Pilgrim community attended its first opera. The Opera Options Company presented its outstanding production of the Magic Flute. This performance was attended by the students and staff from the facility as well as the school from a neighboring psychiatric facility.

Facility funding also enabled the department to retain an actress to present special programs to highlight Women's History Month. The first program introduced students to female poets through recitation. Recently this performer presented a one-woman show entitled, "Roots of Rebellion", which depicts women's struggle for equality. The success of these programs has resulted in facility support for the development of an expanded cultural arts program.

FUTURE GOALS/SUMMARY

It is the contention of Rehabilitation Services that programs be designed as a result of analysis of client needs. The commitment to offer programs commensurate with those of the public sector has brought the students into the world of video technology. This year staff and students wrote, directed and produced the first departmental video. This production incorporated interactive video, a methodology which unites computer graphics on a video display. This particular video will assist in the development of a public relations program. It will be presented to newly admitted clients as well as to those whose reticence has precluded involvement in a school program.

Fourteen education personnel can only service a small number of Pilgrim's population. Therefore, developing a telecommunications method of instruction is an area presently being explored. Each building is provided with a VCR making it possible for all staff to access any programs developed.

Another future goal is to place our graduates in local community colleges. A staff member will function as a liaison to assist with placement and other related issues.

Staff and clients presently anticipate the development and completion of Pilgrim's Rehabilitation and Community Center. The amenities incorporated in its design (concert hall, Olympic-sized swimming pool, gym facilities and bowling alleys) will broaden the scope of services as well as enhance relationships with the community. The Special Education Department will be relocated to this center.

All educators revel in the growth and maturation of their students. For teachers in a psychiatric center, these feelings are intensified as the students have so many obstacles to overcome. Ever present is the reality that students must function independently in the community. Termed "the outside" by clients, this is at times a frightening proposition. The institution provides food, shelter, clothing, structure and, for many, a family. One of the most difficult tasks we have as teachers is empowering our students with the ability to accept that change is frightening, always possible, and inevitable. Ultimately change provides the opportunity for new growth and a renewed perspective on life. Creating a classroom environment which fosters dignity, trust, acceptance of self and others, communication, love, recognition of innate talents and a desire for independence, enables staff to witness a remarkable transformation. There is no greater sense of accomplishment than to see students, once frightened, despondent and dependent, become willing and able to take their rightful place in society.

The Corey School's staff welcomes comments and an exchange of any program initiatives that you would be interested in sharing with us. Please write to us in care of Pilgrim Psychiatric Center - Educational Services - Box A -Bldg. 24/6 - West Brentwood, N.Y. 11717.

FOOTNOTE

[1]Small World is Pilgrim's Day Care Center for employee's children. The Center provides affordable day care for children three months to four years of age.

THE CLARKSTOWN ALTERNATIVE

THE BIRCHWOOD SCHOOL - A THERAPEUTIC DAY SCHOOL FOR EMOTIONALLY HANDICAPPED AND LEARNING DISABLED STUDENTS

by

Joel Klein, Art Jakubowitz, Susan Tureff, & Nita Fierro

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BACKGROUND

The Birchwood School is a psychoeducational facility with a population of children whose special emotional and academic needs go beyond the resources of the general public school. The school provides a highly structured and individualized school program of remediation and rehabilitation. Birchwood is for students ages five through 21, whose handicapping conditions require a special educational setting and related services to meet their unique management, academic, physical and social needs.

The Birchwood School was originally a private school called Rise West and was developed as a school for emotionally handicapped children. The school integrated a clinical and educational team to work with the total child. Over the years, the Rise West School served emotionally handicapped children in Rockland County and leased space in the Birchwood School which was a Clarkstown Central School District building that was closed because of declining enrollment.

In its later years, the Rise West School, because it was not in the least restrictive environment, began to have severe enrollment problems. The school closed in August, 1984, although there was a great need for services in Rockland County for a separate site school for severely emotionally disturbed children. The Clarkstown Central School District, which had approximately half the children at the Rise West School, decided to continue the Rise West program under district auspices.

The school was changed in some areas, for example, the clinic was no longer a separate entity, enrollment criteria changed and staffing was modified. The Clarkstown Central School District, using many staff members from the Rise West School, developed the Birchwood School. The clinical and structural components were integrated and maintained under the Clarkstown Central School District.

The basic philosophy of the Rise West School was also maintained but enhanced with additional staff and other resources. Today, the Rise West School is no longer in existence, but the Birchwood School, operated by the Clarkstown Central School District since September, 1984, has approximately twice as many pupils as the previous Rise West School and continues to deliver services to severely emotionally disturbed children throughout Rockland County.

Birchwood students enter an environment with a highly skilled and competent staff who take pride in the integrative approach to education which requires regular communication between teachers, clinicians and parents. Treating every student as a unique individual is of paramount concern to all staff members. The involvement of parents in the process contributes greatly to the success rate of the program. The Birchwood team is motivated and dedicated to preparing students to return and be successful in the mainstream society whether in school or at work. For older students who are graduating from high school, the focus is preparing them for a productive life after graduation.

INTAKE

When Birchwood receives a comprehensive referral packet from a school district, a staff clinician reviews the information. The clinician then discusses the candidate with the entire clinic to determine whether the student appears appropriate for the program. If the applicant is a suitable candidate, the procedure is as follows. The parents are interviewed by the social worker to determine whether the student can benefit from the Birchwood program. The intake process is seen as a diagnostic tool for gathering information on the student's adjustment and general level of functioning. The student's areas of strength and special interests are discussed as well.

The more that is known about a student, the more prepared staff members are to help facilitate his or her adjustment to the special education program. The student is evaluated by a staff psychologist who interviews the student and administers psychological tests. The school social worker will do a social history and the staff psychiatrist may conduct an evaluation.

After the interviews, the social worker and the psychologist report their findings to the entire clinic staff and the school principal. The information is reviewed in order to decide whether there is an existing class structure which is appropriately designed to meet the needs of the candidate. The recommendation for entry into the program is threefold:

1.Consideration of the student's appropriateness for the program in general.

2.Consideration of the existing class structures based on age, academic, social and emotional needs.

3.The availability of an opening in the particular class being considered. A student may be accepted into the program or placed on the waiting list until an appropriate placement is available.

PROGRAM

Birchwood provides a highly individualized program to meet the needs of each student accepted into the program. Classes are small, 6 to 8 students per class, with one teacher and one teaching assistant. Foster grandparents and student teachers are also in each class to work individually with students and assist the teacher. Academic and behavioral goals are developed for each student through the Individualized Educational Plan (I.E.P.) and an Individual Treatment Plan.[1]

Teachers at Birchwood are trained to work with their students in an accepting, therapeutic manner; the first step of which is to form a trusting relationship with each child. All pupils at Birchwood eat lunch in their classrooms. Each classroom is equipped with a large table and chairs which allows students and teachers to eat lunch as a class group. Teachers and teaching assistants emphasize appropriate behavioral and socialization skills during the lunch period. Birchwood teachers work closely with each student's therapist, sharing information and suggestions for what might be the best approach in individual cases.

Birchwood offers elementary and secondary education curricula. Each student enrolled receives a core curriculum emphasizing reading, language arts, math, science, social studies and health on both the elementary and secondary levels. Adaptive and regular physical education programs are provided. Each classroom is equipped with an Apple IIe computer and a computer course is available as an elective. The school also has a computer laboratory and Macintosh computers are used in technology, art and other areas. Some students are mainstreamed, when appropriate, to their home school for one or two courses as a beginning step to returning on a full-time basis.

Specialized and intensive instruction is available within a range of secondary level subject areas. An Individual Vocational Plan is developed and coordinated with career exploration, vocational assessments and career counseling. While at the Birchwood School, students have the opportunity to consider BOCES courses and program offerings, paid work experience or college placement on a part-time basis.

The secondary core curriculum offers both Regents and non-Regents courses including English, mathematics, social studies, general science, biology, Spanish, speech, theater arts, computers, typing, graphic arts, general arts, music, drama, home and careers and physical education. Credit for meeting diploma requirements for both Regents and non- Regents courses is obtained in cooperation with the student's home district.

Birchwood is a participant in the New York State Education Department's approved Diversified Work Program.[2] Through this program students are able to receive credit toward high school graduation through instruction combined with actual work experience. Students are provided with on-the-job counseling and instruction in employment skills.

An important component of the Birchwood program is the presence of a crisis intervention teacher. Birchwood's Crisis Intervention Teacher takes pride in focusing on preventive techniques which are based upon knowing every student through close observation and by communicating with teachers and therapists on a daily basis. It is therefore hoped that intervention will take place before problems escalate. When a student is in need of special attention, usually due to behavioral difficulties, the crisis teacher is ready to address the student's needs in a structured manner. The goal is to try to help the student re-channel his or her negative behavior and return to the classroom as soon as possible. The crisis intervention teacher, the classroom teacher, the therapist, the school nurse and the principal are all actively involved as part of the crisis prevention team.

As part of the team, Birchwood's school nurse is always available to help students with health issues and emotional needs. Students know they can enter her office and find someone who cares and who offers nurturance. The nurse is an extension of the therapeutic program for particular children.

The guidance counselor at Birchwood assists the students in vocational and academic planning. Three types of diplomas are offered at Birchwood: Regents, Local or I.E.P.[3] It is the goal of the program to prepare students for either post- secondary education or employment. Vocational plans and vocational referrals often become an integral part of a student's curriculum. Teachers of special subjects, such as art, technology, physical education and music, provide one- to-one therapy for students who may have a particular talent or interest in their area of specialty. This may be arranged as the result of a recommendation from a teacher-clinic meeting, from the classroom teacher, or from the interested student.

Birchwood has been approved by the New York State Education Department as an undergraduate and graduate practicum training site because of its specialized comprehensive program. The undergraduate and graduate school practicum students provide individualized tutoring for Birchwood students.

Additional one-to-one assistance for students is provided by four foster grandparents from the Rockland County Council for Senior Citizens. They are assigned to work in particular classes, but interact with students throughout the building.

Extra curricula activities are built into Birchwood's regular school day. The school's newspaper, the Birchwood Beat, has been published since 1984. Students at all levels are encouraged to participate in all areas involved in the publishing of a newspaper. The Birchwood Beat is circulated five to six times per year.

The student whose interest lies in any phase of theatrical production will find fulfillment in the drama production. Birchwood's spring drama production provides an opportunity for learning about all aspects of the theater.

Birchwood's newly established yearbook is a photographic review of the school year. Positions on the yearbook staff are open to all students and faculty members, with two Birchwood teachers acting as yearbook advisors.

After school hours, Birchwood's After School Socialization Club meets. This club allows students to enjoy the company of their friends while given the opportunity to participate in a variety of activities.[4]

The Birchwood Summer School is a six week program providing academics along with summer fun for Birchwood students. This program is funded by the New York State Education Department. Assisting students, in addition to teachers and teaching assistants, are teacher interns from

Lehman College and the College of New Rochelle. Students attending the six week program are considered to be beginning a new school year. Individualized Educational Plans are written for each student for a full year as of July 1. Regular school subjects, including physical education, are covered for both high school and elementary students.

Summer activities for the elementary students include a daily group swim and swimming instruction. On rain days, bowling, movies and group games are provided in place of swimming. Each week a field trip is scheduled for the entire elementary section. Summer high school students are involved in a work/study program. After a morning of academic work, the remainder of their day is spent at paid work assignments, both in Birchwood and out in the community. The Birchwood Summer School is a rewarding six weeks for both students and staff.

An integral part of the Birchwood program is the clinical component. The clinical staff is comprised of a clinic supervisor, social workers, psychologists, a consulting psychiatrist, a guidance counselor, a nurse and a crisis intervention teacher. The clinicians are integrated into the school through a network of both formal and informal structures. The clinic team, along with the principal, meets four hours a week to discuss crisis situations, analyze particular case dynamics and to coordinate students' programs in a way that recognizes both academic and therapeutic needs.

Another modality for formal communication is the teacher clinic conference wherein teachers from each section (i.e., primary intermediate and adolescent) meet weekly with the clinicians and the principal to discuss difficulties a student might be having, to share information of family issues and to evaluate students' progress.

Both the clinic and the teacher clinic meetings incorporate the essence of the Birchwood program: team decision making. At Birchwood, although administration is often responsible for implementing decisions, the entire teaching staff as well as the clinicians provide invaluable input in the decision process. This integrative approach to special education is predicated on the belief that in order to help a youngster achieve his or her maximum potential, every student must be treated as a unique individual. Towards that end, there exists ongoing day to day cooperation and communication between clinicians, teachers and teaching assistants. On a visit to Birchwood, one can usually find several teachers and therapists discussing students with whom they work. This team effort puts Birchwood students at a distinct advantage as their needs are being served by many competent, caring and well informed adults.

Every student at Birchwood receives therapy at least once per week. The therapist offers a wide range of services which are matched to each student's needs, personality, socialization skills and general school adjustment. Birchwood students can feel secure knowing that clinicians are always available. If a special need arises, a student can see his or her therapist at a time other than the regularly scheduled session. Therapists at Birchwood actively participate in other phases of the program, such as teacher-parent-therapist meetings, writing of Individualized Counseling Plans (I.C.P.), taking part in the annual reviews at the Committee for Special Education (C.S.E.) which includes preparation of progress reports and evaluation updates, and visiting other school districts to coordinate the plan for a student's return to the mainstream.

All parents of Birchwood students are also required to participate in counseling. This is considered a necessary adjunct to the child's functioning and progress. Issues discussed are centered around the child's development, adjustment to school, and the parent-child relationship. Efforts are made to coordinate the school program with family needs and a wide variety of schedules. Parents may choose from individual counseling, family counseling and/or participation in the father's group.

Birchwood wants its parents to know that every effort is made to reach out. When parents are unable to come to Birchwood, the "therapist on wheels" will make home visits, or meet parents at their job sites to accommodate special situations.

Many visitors to Birchwood often comment on the aura of warmth and concern that is readily discernable. In assessing the ingredients that compose this successful program, it can be speculated that the strength of the many existing informal networking systems is the availability of support for staff members, who do not experience a sense of isolation or burden at having to resolve these problems alone.

A post graduate study on School Climate was conducted at Birchwood in 1985, and the results of a staff and student survey indicated that the elements unanimously rated as the most positive in the program were Respect and Caring. (Respect was defined as the degree to which positive regard is given to all teachers, parents, students and other members of the staff. It also referred to the degree of self pride within the school. Caring was defined as the degree of concern generated from the interdependence between administration, staff, students and parents, as well as the degree of encouragement and support for personal growth through daily interpersonal relationships).

Therefore, a positive school climate, coupled with strong and effective leadership, has resulted in a program which not only addresses the emotional needs of Birchwood students, but enables staff to assume an active role in decision making and conflict resolution. These factors create an environment where students and staff together can achieve optimum personal and professional growth.

FOOTNOTES

[1]An individual treatment plan is the therapeutic plan that the clinical and education staff will use in working with the child and family.

[2]The Diversified Work Program is designed to provide students with a successful, supervised work experience. The program includes classroom instruction and on the job experience with supervision. The student earns one to three high school credits depending on the number of hours of successful work experience.

[3]In New York State, high schools can award several different diplomas: (a) Regents - students take a required sequence of courses and must pass N.Y.S. Regents Examinations to demonstrate proficiency in the courses; (b) Local - Students take a required sequence of courses, but are not required to take N.Y.S. Regents Examinations. Other examinations are required; (c) C.I.E.P. - This option is available to students classified as handicapped. Students who fulfill the requirements of their I.E.P. are eligible for this diploma.

[4]Some of these activities include games (checkers, chess, Trivial Pursuit, volleyball, basketball, etc.), discussion groups, outdoor activities, arts and crafts, etc.

THE LAST STOP ON THE PUBLIC SCHOOL EXPRESS

(A SPECIAL PROGRAM FOR SEVERELY EMOTIONALLY HANDICAPPED CHILDREN K-12 AT ORLEANS NIAGARA BOCES)

by

Lynne M. Gang

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Twelve years ago, special ed. entered the Age of Enlightenment with P.L. 94-142. In our corner of Western New York we were coping with growing populations of suddenly identified children who, (like orioles and robins share birdlike characteristics), had some commonalities but also specific differences that needed alternative programming.

We had expected that we could mix and match the milder handicapped child whether he (even then it was HE) had perceptual or behavioral problems but it was soon evident that some of the behavior children were seriously impinging on the rights and progress of their fellow classmates. We first wondered if this wasn't the case of the old conundrum about, -- "if you'd only take this one child out, my class would be perfect" or if it were truly that we were seeing a rise in the number of disturbed children who did not respond to classes of 10-15 children with structure and some behavior modification.

Prior to my arrival in New York in 1970, I had spent one year as the "Crisis Teacher" in a new program that linked the Hartford, Connecticut, City School system with the Child Guidance Clinic at "The Retreat" or as it is now known, The Institute of Living. (The Institute was and is a private psychiatric facility where many of the great names of Hollywood and other VIPs were treated before the days of the Betty Ford Clinic and similar places.) Although our program consisted of only two classes of ten children each, ages 6- 12, it opened my eyes to the need to take a different approach to children whose lives were in turmoil.

With this little experience and thinking that good staff and some planning would bring it all together, I took my first step off into the abyss of starting a program for severely emotionally disturbed children. My superintendent was skeptical and felt that just the cost of the program would deter districts from participating. He bet me that we would never have more than 25 students.

In the fall of 1976, we opened with a hand picked staff of three teachers, three aides and a secretary who doubled as the "time out" person whenever we had to remove a child from the classroom. We also inherited part of a temporary building which had housed vocational classes and the first of many renovations gave us three small classrooms and an office which bounded a common area set aside for art or shop as well as a little kitchen space. Another vocational shop had been converted into a gym room with a shower facility and a little time out room.

Our first children included some from Niagara Falls which was not even a component district of our BOCES. Some came from other BOCES classes where they were misfits and others had no previous special education involvement but had become very troublesome in their districts. Although as a staff we had spent a week together talking about our program objectives, policies and strategies before we began, each day of the first few months was like being in the eye of a hurricane; only a few minutes would pass before we were facing a maelstrom.

By November we had passed the 25 mark and new referrals pushed us into a fourth class. Our approach was eclectic at best, and we did not even have a counselor or psychologist assigned to help. Out of desperation I pirated our social worker from our preschool program for a few hours a day to do some group counseling and also to give some moral support to the staff.

Even in the first year, we developed an intake procedure that has become a keystone of our program. We will not take any child unless he/she appears with a parent or guardian for an intake conference where the child's problems are reviewed, the program is explained and the basic rules and consequences are presented in contract form which the child and parent have to agree to abide by. (This paper is signed by the child's teacher as well as the parent or parents and the child).

No child is admitted unless they agree to the program and rules as set forth. While the paper may not be binding as a legal document, everyone concerned recognizes that it is the "ticket in". With both the child and the parent present we set the stage for a forthright exchange of information.

From the beginning it is clear that we will not talk about the child behind his back. The information shared with the parent will be exactly what is told to the child and usually in the child's presence. It is at this initial conference that we also explain how the student leaves the program. He may earn his way out to a less restrictive environment, graduate or, if worse comes to worse and it becomes necessary as we were 'the last stop on the public school express,' residential placement would be the next option.

During those first three years we struggled through each day meeting crisis after crisis. Counseling was added and we came up with a ratio of one counselor to every twenty-five children. Classes were kept to 10 or less and by 1978 we had seven classes at the beginning of the year and two more added before

that next June. We were wrestling with questions about who should we take and what kind of information should we have about the student.

The 10-to-12-year-olds seemed to cause us the biggest headaches. They didn't respect any type of authority regardless of the size or shape it came in. They struck out, turning over desks, tearing up books, papers, running out of classrooms, the building or both. Bright, average, mildly retarded and autistic were mixed up together as we tried new tactics to manage our constantly growing population. Two of the original teachers became Head Teachers, one for the lower age classes and the other for our secondary age children.

All classes were self-contained and many field trips and outings were included with the premise that we needed to give these children an opportunity for socialization experiences. Students had to earn the right to go on the trips. For most who had limited experience away from their homes, these opportunities became great motivators.

Until 1983, our population seesawed from the beginning of the year until June but we never had more than nine classes. It became evident in the fall of 1983 that we needed to look at the type of behavioral techniques we were using and develop a plan which would promote a more therapeutic environment for the students and at the same time foster better intra-staff communication and consistency in handling behavioral and/or discipline concerns.

Within the confines of the classroom, on an anonymously completed questionnaire, some teachers admitted to soaping of mouths, hair pulling, hitting children on the hand or buttocks, teasing, making derogatory comments, yelling, swearing, bribery and arguing, as ways they had disciplined their students. Indeed, corporal punishment was not outlawed until 1985 in New York State.

We took three days to reestablish our system of discipline and develop hierarchies of approved practices. We made it clear that any abuse by a staff member would not be tolerated and would be subject to a minimum of a written reprimand in their personnel file.

The most important point was that we all needed to learn more about how to create a positive, structured environment for ourselves as well as the students. Part of the time we discussed how we as adults failed to communicate to one another in a supportive and reinforcing manner. Each staff member shared ways they felt reinforced, both positively and negatively, i.e., someone making light of something you take seriously vs. someone else who is kind and encouraging about something you think is important, singling out someone and berating them before their peers or students, ignoring or being rude. So much of what we found we didn't like done to us we were guilty of doing to others. We decided it was time to emphasize the positive whenever possible.

Nine of our most difficult children were then each assigned to a team composed of all staff (teachers, assistants, time out people, specials teachers and counselors) to develop strategies and contingencies to use in the classroom and when it became necessary to remove the child from that setting. These treatment plans became a focus for us all to begin to be more supportive so the teacher no longer felt isolated and totally responsible. It also began to create more meaningful dialogue between the counselors and the teachers as to what each was trying to accomplish.

As part of improving ourselves as caregivers we also began to look at Restraint Training. Some of our staff had worked in residential facilities, particularly Wyndam Lawn, and recommended some of their people to do training for us. We discussed this with their administration and developed a program about our academic base and how we managed home school relations while they in turn did a two day workshop for every member of our staff, from custodian to supervisor, who had anything to do with our program. The Restraint Training gave everyone confidence because part of the premise is the trust you have that there is always another adult ready to come to your support.

Two days after in inservice, we had our first chance to prove ourselves - it was spring and for the first time we had just added five high school age girls. The boys could hardly contain themselves, those girls really were "lookers." Overnight the vying for favors began.

Two of our six footers had set their cap for the same girl. A fight broke out in the hall. Moments later eight adults had restrained them face down on the hall floor when the girl in question came out to save her Romeo by tearing at some of the staff restraining him. Four more of us restrained her.

The rest of the students had gotten a glimpse of what happened before they were shooed back out of the corridor. The incident was over in minutes and the students involved were embarrassed at how easily they had been subdued. The word was out - the staff was not afraid and now they knew what to do when there was a physical confrontation. What a difference it has made.

Now every fall before school begins we run a four day workshop for all new personnel that may have any contact with the ED program. It includes orientation to BOCES and our program, philosophy, classroom management techniques and restraint training. Several opportunities are provided during the year for all staff to practice their skills.

As far as the students are concerned, at the high school level restraint may be used three or four times per year. For junior high, particularly with our self-contained classes it is more frequent. The children most apt to need restraint are the 8-to-12-year-old group who seem to have the most need to hurt and be hurt. Restraint allows you to deal with a child's anger in an objective way.

As an adult you are not alone so it ceases to be personal. You can talk calmly and soothingly to a child directing him to relax before you release him as he is spewing oaths designed to see you in hell or impugning the honor of your mother, etc. Restraint also teaches you how to remove a child from a fight or room in a way that does not inflict injury on the individual or the adults involved. Serious incidents have declined. Students tell new students about it. They also back off when someone becomes out of control and will quickly leave the area or room when asked to do so.

Another procedure that we have adopted in relation to fighting is that the two parties involved must try a conciliation session together with their counselors to see if they can iron out their problem. If this is done satisfactorily to all parties, and there have been no injuries, punishment is waived.

All of our discipline procedures are menu driven and staff and students are aware of the next step on the discipline ladder of every specific offense. As a result, any infractions can be dealt with in an objective manner as they follow a written code, i.e., first offense for smoking is a warning, etc.

Organizationally our program now has 170 plus students. We

have a full time Assistant Principal, a head counselor, a full time psychologist, and a consultant psychiatrist who works with us eight hours per month. Four years ago we departmentalized our high school program for most of the 65 students at that level. We were fortunate that four of our high school staff also were dually certified in the four academic subject areas and special ed. Other staff include Physical Education, Health, Driver Training, Home & Careers, Industrial Arts and Business/Computer teachers. We hope to add a second language teacher this year.

Our curriculum offerings have been reviewed by each school sending students and their coursework is acceptable for graduation requirements. Midyear RCTs are offered on campus but at the end of the year we arrange for students to take them in their home school district.

Three of our students who had returned to their districts as seniors in September graduated with their classes in June, 1988. Next year we will also have three students who, for the first time, will complete all degree requirements without being mainstreamed, either for occupational or academic work, outside of the EH program. These three students, however, will need continued counseling to make it in the adult world but all three wish to go on to college. For students over 17 who do not have enough credits to earn a regular high school diploma, we have a self contained IEP/GED preparation class.

At the junior high level, four classes are also departmentalized. Students who are advanced may take subjects in a higher level class. In the elementary school team teaching is encouraged. Class size is limited to nine for Option IIs and six for Option III.

We have also separated out the children who come to us with MR, autism or diagnosed psychoses into groupings we refer to as "generic." Their classes allow for mainstreaming into the departmentalized academics and occupational programs (the latter refers to the Occupational Skills classes BOCES has for handicapped children). Within their classes, survival skills and community work programs (for those over 15) are emphasized. Students may go as a class to work for a week in a local greenhouse learning how to start seedlings. Community based experiences provide training for the children in the requirements of employment and allow us to evaluate their future potential for work in a non sheltered vs. sheltered situation.

For children who need mainstreaming opportunities, we have two classes in the component districts with a support person for counseling and crisis service. When students are ready to leave the "nest," their first experience comes in either going to a vocational or occupational class half day or attending half day classes in their own, or one of our two neighboring, districts if the distance is too great.

If the child needs a special education class because of learning handicaps, the choice may include a BOCES district based class serving children with similar needs or a district based class. A child must be successful in half day programming for at least one semester before being recommended for a change out of the EH program.

THE FUTURE

Each year has been a learning experience for both students and staff. More counseling for parents as well as a job coach for older students are two identified needs for future programming. A new building is in our future as well as new sites in district based schools. Besides serving our own components and Niagara Falls, we have had students from eight Erie County school districts and one Genesee school district.

Why the growth spurt? In our two counties, Orleans and Niagara, the early years of this decade found many families facing sudden and long term unemployment as factories cut back and small businesses folded. The resultant family strife caused severe disruption and spawned divorce, child abuse and despair. Many of our children share this background. We are also a very high stress society and employment demands, financial drains and lack of extended family support contribute to the number of children that are neglected and parented unsuccessfully and need a program such as ours.

Visitations and consultations are welcomed. Our center is located at 4124 Saunders Settlement Road, Sanborn, New York, 14132 and the phone number is 716-731-4145.

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BRINGING MENTAL HEALTH SERVICES TO PUBLIC SCHOOL PROGRAMS

STUDENTS WITH EMOTIONAL PROBLEMS: ERIE I BOCES

by

Richard Brennan, James Maloney, & Beverly J. Burke

Richard Brennan is Director of Special Education. Erie I BOCES. 2 Pleasant Avenue West. Lancaster, New York 14086. James Maloney is Supervisor of Academic Strand Programs. Erie I BOCES. 2 Pleasant Avenue West. Lancaster, New York 14086. Beverly J. Burke, M.S., R.N.C.S., is Program Coordinator and Treatment Team Leader of the SEP/BOCES Program. Western New York Children's Psychiatric Center. 1010 East and West Roads. West Seneca, New York 14224.

INTRODUCTION

Erie I BOCES currently operates Option III Classes (6-1+A) for students with severe emotional/behavioral problems. All classes are housed in regular public elementary and secondary school buildings. Through a cooperative venture with the Western New York Children's Psychiatric Center, a team of mental health professionals provides assessment and counseling service for both students and parents within the regular school setting. The combination of educational services and mental health services within a regular public school environment is an extremely unique feature. This combination of services enables students to receive mental health services without being removed from a normal school environment. The program provides a viable alternative to institutional placement and/or placement in a day program in a segregated facility.

The program serves 18 component school districts in the northern suburbs of the Buffalo, New York, area.

HISTORY

In the 1982-83 school year, Erie I BOCES started four classes in the 6-1+A service area for students with severe emotional and/or behavioral problems. This was the first year that New York State mandated Part 200.6 of the Regulation of the Commission of Education which required school districts and BOCES to provide self-contained classes with the following pupil-teacher ratios: 12-1, 12-1+Aide, 6-1+Aide and 12-1+4 Aides (1 aide for every 3 students). The students served were all classified as handicapped with the majority being labeled as "Emotionally Disturbed." Students generally could be characterized as having problems in the areas of interpersonal relations, tolerance for frustration and compliance to school-related demands. Most exhibited above-normal to mildly-limited intellectual abilities.

Initially it was felt that the relatively low pupil-teacher ratio would facilitate the process of meeting student needs and managing maladaptive behavior. However, during the first year it became obvious that, even with only six students, the teacher could not effectively deal with the needs of students and parents. Additional support was needed to assist the teacher in understanding the complexity of student emotional needs and to assist the teacher in managing negative student behavior. Families also required additional support in understanding, accepting and dealing with their child's emotional problems and the effect these problems had on all members of the family. The teacher could not perform the role of both instructor and social worker. Finally, the students themselves required frequent intervention to understand, accept and effectively change their own behavior. Again, the teacher could not perform the role of both instructor and social worker to students.

During this first year, other indicators of problems began to emerge. For example, the frequency of complaints from host building principals increased. Incidents of student referrals to the school office were increasing beyond the limits of the principal to effectively respond. The number of three to five day student suspensions also increased as well as the frequency of returning students to the jurisdiction of the Committee on Special Education in order to find a more restrictive placement (e.g., residential or day treatment). Experienced teachers were reluctant to request transfers to this program, leaving some of the most difficult students with the least experienced teachers.

During 1982-83 and 1983-84, various attempts were made to provide students and families with mental health services. For example, personnel from the sending Committees on Special Education were asked to link families to community mental health agencies for counseling services. These attempts met with limited success. For some families the addition of another agency at a different location was something they could not cope with and attendance at agency sessions was inconsistent. For those students and families that did consistently participate in agency services, coordination of services and sharing of information between educational personnel and agency personnel became difficult to manage. For example, since student counseling services were offered at a site other than the student's school, direct face to face communication between the student's teacher and student's therapist was difficult to arrange. This limited the coordination that is necessary for both teacher and therapist to be maximally effective. Information about a crisis that occurred in school was difficult to rapidly and accurately relay to the student's therapist. When the teacher was available to telephone the therapist, the therapist was with another client, etc. A unified, coordinated program serving both educational and mental health needs did not exist.

Beginning in the spring of 1984, the Western New York Children's Psychiatric Center, an agency operated under the jurisdiction of the Office of Mental Health, offered to bring a mental health team into the schools in order to provide community-based service. Erie I BOCES, an intermediate level

school district operated under the jurisdiction of the State Education Department and funded by eighteen component school districts, agreed to provide the educational services needed. In October, 1984, three 6-1+A classes began receiving service by a mental health team from the Western New York Children's Psychiatric Center. For the 1988-89 school year 20 such classes, supplemented by the mental health team, will be operated. In the following sections, a more detailed description of both the educational services and mental health services will be provided.

EDUCATIONAL SERVICES

The educational needs of students with severe emotional handicaps are being addressed in 6-1+A classrooms located in public schools. The classrooms are clustered so that 2 or more classes are located in the same building. The program addresses the needs of primary to senior high age students on a daily basis. The program's success is based on four critical concepts that are implemented in the classroom on a daily basis.

The first component addresses the clustering concept. All BOCES classes are located in elementary, middle, junior high and senior high schools. Each building cluster includes two or more BOCES teachers, a psychiatric social worker, two or more teacher aides, an alternative learning center aide and other appropriate therapists (e.g., speech, physical therapy, occupational therapy, etc.). Since the student population served by this core of professionals is very demanding and quite volatile, the thrust of the core cluster is to provide support to all team members. The teachers collaborate in daily lesson planning, mainstreaming support, discussing programming concerns and problem solving activities.

The philosophy of serving students with emotional disturbance in the least restrictive environment permeates the entire BOCES I system. For the students to become active members of society, all educational intervention must occur in the public school setting. The next layer of the clustering concept involves the building principal, regular education teachers. the school nurse and the support staff in the host school. For this clustering concept to work, the building principal must be totally committed to the students with handicapping conditions. It is the responsibility of the core team to regularly communicate with the principal and to provide in-service training and ongoing support to the building personnel. Core team personnel are required to become involved in the regular activities at the host school, just like all other personnel in the facility.

The building principal sets the tone for the program in each host building. It is critical that core personnel actively communicate both the successful attributes of the program and areas needing improvement to the building principal. The principal needs to feel ownership of the program, since the special classes are housed in his/her building. The principal also plays an important role in mainstreaming issues and also student supervision.

The clustering concept is also influenced by some physical concerns. The classes are generally in adjoining classrooms and need to have close proximity to the cluster, so the least restrictive environment philosophy can be implemented and also to monitor the movement of mainstreamed students participating in regular education classrooms.

The second critical component involves the teaming process amongst the principal, parents, psychiatric social workers, teachers and therapists. The teaming process demands equality of all involved members and active communication on a regular basis, not just when crisis in the child's program arises. All team members are involved in the classroom setting. The classroom teacher needs to continuously open his/her classroom and make sure that the involved persons are comfortable. Social workers have the opportunity to observe the student in the classroom and to collaborate with the teacher concerning key treatment goals and planning. Therapists use either a pull-out system for speech, physical and/or occupational therapy or implement the therapy in the classroom setting. The actual size of the classroom, the distractability of the students and the specific individual objective dictate the location of the therapy.

The third critical component addresses the instructional techniques and strategies implemented in the classroom. The two primary elements are instruction of regular education subjects/remediations and social skill training.

Instruction occurs in the self-contained classroom or in the mainstreamed classroom based on the student's Phase I. Self-contained instruction is individualized, using the classroom teacher and aide. Remedial activities are addressed quite well in the self-contained classroom since the student/teacher ratio is small.

Mainstreamed instruction occurs on a regular basis based on the educational ability of the student and also his/her psychosocial abilities. Success in mainstreaming is measured from two viewpoints, namely, socially and academically competitive viewpoints. The core self-contained teachers provide continuous support to the student and the regular education teachers. This support takes on a variety of implementation methods. The support may be consultative in nature. It may include daily notes or a daily grading system of behavior. It might include the teacher aide attending the regular education program with the student. One of the goals of the program is to achieve participation in the mainstream and to have the student advance to a 12:1 or 12:1+A service area option.

Even though instruction in regular subject areas is important, the other equally important factor is planned and organized social skill training. Teachers provide lessons in social skill training with all of their students. Also, as students learn to control their behavior, teachers provide students with both positive and negative feedback regarding their behavior. This feedback attempts to allow the student to monitor his behavior and to explore options in regards to his/her behavior. The program would ultimately fail if teachers ignored the social skill training component of the program. Students in this option need to be exposed to social skill training and need to practice new skills in a variety of settings.

The fourth critical component is a structured behavior management system and the alternative learning center concept. Each teacher develops, implements and evaluates a behavior management system in his/her classroom. The system is individualized for each student and rewards students for academic performance and demonstration of pro-social skills. Teachers implement systems that use both tangible and intangible rewards, with the majority of teachers using social situations such as free time as a reward for student behavior.

At times, the students in the cluster demonstrate behavior that is not appropriate for the classroom and need to be removed from the situation. Each cluster has a small classroom that is known as the alternative learning center (ALC). A full-time

ALC aide is assigned to this room to manage student(s). The aide has a variety of duties - depending on the situation which include: managing student behavior in the ALC room, providing assistance to students in completing assigned work while in the ALC room, assisting teachers in removing students to the ALC room, assisting students in the transition back to the self-contained room, logging the use of the ALC room and tutoring students in the self-contained classrooms when no students are present in the ALC room. The ALC room enhances the success of the cluster by removing the acting-out student from the learning environment thus eliminating the domino effect with other students' behavior. It also lessens the principal's involvement in negative situations with students and lessens the frequency of students sitting in the main office waiting to see the principal.

MENTAL HEALTH SERVICES

There are approximately 350 Mental Health Day Treatment Programs for emotionally disturbed children in the United States (Zimet and Farley, 1985). Over the past two decades in New York State, the State Education Department and the Office of Mental Health have cooperatively supported the increasing popular concept of School Based Day Treatment Programs for emotionally disturbed children. The SEP/BOCES I Program (Satellite Enrichment Program - Board of Cooperative Educational Services) is one program.

A multidisciplinary team is common to mental health programs. In the SEP/BOCES Program, this team is unique in that the team members are provided by both the Office of Mental Health via the Western New York Children's Psychiatric Center (WNYCPC) and the State Education Department via Erie I BOCES. WNYCPC provides the clinical staff consisting of a program coordinator, consulting psychiatrists, developmental pediatricians, consulting pediatric neurologist and neuropsychologist, a psychologist, a community mental health nurse and several psychiatric social workers. All staff have a minimum of a masters level of training. Since Erie I BOCES traditionally place their classes in "host schools" within their component school population, the principal and school nurse are provided by those host schools. The overall program is a state certified Mental Health Day Treatment Program and the education component meets all State Education Department criteria.

The SEP/BOCES Program is funded through the budgets of WNYCPC and Erie I BOCES. There is no direct cost for families to have their children participate in the day treatment program. The program is designed on a twelve month calendar; children enrolled are eligible for a twelve month educational program and in addition, the clinical staff work twelve months of the year. Clinical services are provided to all children who become day treatment clients of WNYCPC. These services continue in the summer, when warranted, regardless of the child's attendance to the six week summer educational program.

The focus of the SEP/BOCES Program is on reducing the number of students removed from the community school system and decreasing the severity of problems existing within the school system. Counseling services are integrated with educational services for those children whose educational and emotional needs can best be met in a 6-1+A classroom situation. It is a goal of the program for each child to develop socially appropriate classroom behavior as well as socially appropriate interpersonal skills allowing for maximum social and academic success.

Children referred to SEP/BOCES are children who are experiencing emotional and/or adjustment problems in their family, in school and/or in the community. Their problems must be such that they can be dealt with within a community school setting. They must have adequate intellectual development, minimal social skills, motivation/willingness to participate in the program and parental support of the program must be present. Family members are expected to participate in the program at some level. Although an older adolescent may continue in the program with or without active parental involvement, it is unlikely that this would occur with a younger child where parental involvement is considered a must.

Prescreenings are conducted by a BOCES supervisor and the SEP/BOCES program coordinator on new referrals to the program. This may consist of classroom observation, review of academic records, interview with teacher and other professionals working with the child and an interview with child and parents. If the child appears appropriate both academically and emotionally for the SEP/BOCES Program at this point, parents are asked to sign program consent forms. The SEP/BOCES clinical intake team consisting of the developmental pediatrician, the community mental health nurse, a senior psychiatric social worker and the therapist (case manager) being assigned to the case meet with parents and the child to complete the psychiatric assessment and medical-nursing assessment. A very detailed and thorough social history is completed by the psychiatric social worker, usually in the family's home, prior to the intake team meeting. If the child is found to have a DSMIII-R diagnosis (mental health diagnostic terminology), if day treatment services appear appropriate to the level of mental health intervention needed, and if parents consent to treatment for their child after the program and the child's treatment needs have been discussed, then and only then, is the child admitted to the SEP/BOCES Program. The child then becomes an out patient-day treatment client of the WNYCPC. A child may be admitted to a 6-1+A BOCES classroom yet not be a SEP/BOCES client if they don't meet the above criteria.

When indicated, the child's CSE requests BOCES to provide occupational therapy, physical therapy and speech therapy services. Psychologicals are completed by the home school psychologist every three years. If clinical/projective psychological testing is indicated, the SEP/BOCES psychologist or consultants are contacted to complete the testing.

Day Treatment services include individual, family and group psychotherapy as indicated by each child's treatment plan. Therapy occurs in the school during the child's school day. There is a SEP/BOCES office in each school having SEP/BOCES classrooms. Home visits are "built in" to the program and serve to allow for complete assessments as well as to allow for ongoing family therapy. Medications are ordered and monitored when they are indicated, given parental consent. Consultation services are offered to home and host school staff, each CSE and BOCES staff on children who are not in the SEP/BOCES program. Advocacy services for each child are provided daily in the school, family and community as needed and indicated. Upon termination from program services, linkage is offered for each child needing continued mental health or social service intervention. Families in need of adult mental health services are also provided with linkage services.

Staff serving as therapists include the psychiatric social workers, community mental health nurse and psychologist. Each therapist functions as a case manager and liaison within the classroom to the clinical team, teacher, principal and BOCES supervisor. A case manager has overall responsibility for providing therapy and case needs on a day to day basis. A comprehensive treatment plan (CTP) is prepared on each client. This plan is in addition to but in conjunction with the academic individual plan (ITP). The case manager and teacher have joint input into the IEP which is written by the teacher. The teacher and the full clinical team have input into the CTP which is written by the case manager and approved by the developmental pediatrician. The case manager consults with the teacher on a daily basis as to the status and behavior of each child in the program. The case manager observes each child during their academic day. They also maintain ongoing communication with the principal to share pertinent information. The case manager advocates for mainstreaming and alternative placements when indicated. Communication with each child's CSE is ongoing as needed. At least once yearly, a meeting is held in which the clinical team, teacher, CSE representative, BOCES supervisor and representatives from other pertinent agencies involved meet to plan treatment and academic direction for each child. Parents and child are involved in the treatment/academic plan and goals.

Many of the clients in the SEP/BOCES Program are victims of child abuse, family disruption and/or violence and multiple social service/agency involvement. This is not unique to the SEP/BOCES Day Treatment Program; other day treatment programs contend with the same or similar presenting symptoms (Gabel, Finn & Ahmad, 1988). Many children are present with symptoms of hyperactivity, attention deficit, learning disabilities, aggressive tendencies, depression and oppositional behaviors. Others are present with more serious psychiatric disturbances such as pervasive developmental disorder or schizophrenia. As children require hospitalization or residential placement, the case manager coordinates, advocates and expedites such placements. In this sense the clinical team assists the CSE with access to both the mental health and when needed the legal/court system.

The SEP/BOCES Program has grown from serving eighteen to sixty-five children in four years. The program coordinator is a WNYCPC staff member housed in the BOCES Administrative Center. The office location of the program coordinator coupled with the effort, determination and positive attitude of the staff from both agencies, has resulted in the development of a fully integrated school based day treatment program.

FUTURE CONSIDERATIONS

The SEP/BOCES Program has grown very rapidly since the 1984- 85 school year. During the next few years it is anticipated that this growth trend will level off which will give staff the time to enrich the quality of the service. However, the rapid growth since 1984-85 has been complicated by the increasing scarcity of special education classroom space in public school buildings. It is ironic that as mental health services are being brought into the educational community, space for such services is being more difficult to obtain.

Another issue for future concern is funding. Although funding for community based mental health services has been generously available, it is anticipated that expansion of services may be limited by the lack of available funds. It will be a continuing challenge to obtain funding to provide the quality of service described in this article. Finally, although community based programming for students with emotional problems fills a definite need, such service should not be viewed as a replacement for residential placements or traditional day treatment programs operated in a separate facility. All options are needed in order to provide students with an array of alternatives for service.

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Zimet, S.G., & Farley, G.K. (1985). Day treatment for children in the United States. *Journal of the American Academy of Child and Adolescent Psychiatry, 24,* 732-738.

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FROM THE STACKS

Usefulness of Assessment Information

In viewing the usefulness of the types of assessment information, researchers sent questionnaires to 200 teachers of Ed/BD students. In the 1985 set of results, the following findings indicated the teachers' perceived usefulness of assessment information in rank order: (1) intervention techniques attempted; (2) personality/self concept data; (3) behavior ratings from school personnel; (4) formal behavior observation data; (5) description of regular classroom expectations/requirements; (6) behavior ratings from family; (7) vision/hearing/language screening; (8) clinical judgement, projective tests, etc.; (9) criterion referenced academic assessment (informal tests); (10) (a) standardized achievement assessment and (b) health history.

Reference:

Zabel, R.H., Peterson, R.C., & Smith, C.R. (1986). Availability and usefulness of Assessment Information for Emotionally Disturbed/Behaviorally Disordered Students: A Replication. *Diagnostique, 12*, 26-36.

Models of Discipline

Textbook author, C.M. Charles, states that the major purpose of this new book is to assist the reader in developing effective discipline in the classroom. In order to accomplish this goal, the author presents eight systems or models of discipline. The selected eight models are: (1) the Redl and Wattenberg Model, (2) the Kounin Model, (3) the Neo-Skinnerian Model, (4) the Ginott Model, (5) the Dreikurs Model, (6) the Jones Model, (7) the Canter Model, and (8) the Glasser Model. Such models, according to Charles, may aid the practitioner in developing a meaningful and appropriate system of management.

Reference:

Charles, C.M. (1989). *Building classroom discipline - from models to practice* (3rd Ed.). White Plains, NY: Longman.

Class Pride

In order to develop classroom pride, textbook author, P.A. Gallagher, suggests that the teacher encourages students to make up a secret handshake, develop a classroom cheer, or have a secret password for use by members of the classroom. In addition to developing class pride, the author states that such a project involves teamwork and cooperation among the students.

Reference: Gallagher, P.A. (1988). *Teaching students with behavior disorders* (2nd Ed.). Denver: Love.

FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, PERCEPTIONS will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double-spaced. It should include:

purpose of the idea, or materials;
age group recommended for use;
description of how idea, activity or materials is used; and the
potential benefits of the idea, activity or material.

Submission should also include submitter's name and address, affiliation and position.

Send ideas for "From The Classroom" to:

Dr. Robert Michael
OMB 112
SUNY
New Paltz, New York 12561

A Sense of Accomplishment

A unit on body parts is highly recommended for young management needs students. The steps are:

(1) identification of body parts on paper
(2) color the paper body parts and cut them out
(3) trace body outlines by pairing students
(4) glue paper body parts on appropriate places on the body outlines
(5) laminate the outlines
(6) hang them in the hallway

I have the students guess who belongs to each body outline. I also took slides and pictures of the outlines and put them in a photo album. The students enjoyed seeing the pictures, and they truly experienced a sense of accomplishment.

Submitted by:

Melinda Cormier, Special Education Teacher
Sullivan County BOCES
Liberty, New York 12754

"Don't Do It"

The thrust of this drug education program was for students to develop positive attitudes about themselves, and to realize that they have control over their own lives and the choices they make. The nine and ten year old children learned about drugs, and some consequences that occur with drug use and abuse. As part of the project, the students developed their own "say no to drugs" song. Another teacher made a sound track, using a sound machine, from the original song. We then videotaped the children, nicknamed the Rappers, singing their song. The tape was seen by all the students in the school during a variety show.

Submitted by:

Laura Corbett, Methodist Play School,
New Paltz, New York 12561
and
Debbie Brunjes, Special Education Teacher,
Orange County BOCES
Goshen, New York 10924

Jogging Anyone?

A great way to start the day in a self-contained class for individuals with emotional disturbance may be to jog! Voluntary jogging occurs before more formalized "school-type" curricular activities begin. It may last three or four minutes. Jogging is done right outside the classroom on the playground. The rules are:

Joggers must stay in line, and
Joggers must stay behind the person in front of them.

For students who may have difficulty sitting down and focusing on an early morning task, jogging may be a great way to start the day.

Submitted by:

Rick Flynn, Special Education Teacher
Ulster County BOCES
New Paltz, New York 12561

Perceptions

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The advertisements and views expressed in PERCEPTIONS are not necessarily endorsed by the general membership or executive board of ANYSEED.

Statement of Purpose

PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

PERCEPTIONS is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Guidelines For Submission Of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in PERCEPTIONS. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

- title of article
- name of author(s), affiliation
- address(es) of author(s)
- telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

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EDITORIAL

What's New Under the Sun? Participants at ANYSEED's 24th Annual Conference were greeted with this year's theme. Over four hundred and thirty educators attended this outstanding event in Utica, New York. If you missed the conference this year, be sure to mark your calendar for next year - April 5,6,7, & 8, 1990 in Syracuse, New York.

The editorial board welcomes the members of the National Advisory Council for PERCEPTIONS. With ANYSEED membership in over 35 states receiving PERCEPTIONS, the Advisory Council will assist us in gaining a national perspective on educating students with emotional disturbances. Our grass roots organization, which has functioned successfully for over twenty years, has shown that we are truly an effective organization for educators. Our journal has been one of the only publications aimed at the practitioner. We hope to keep it that way, with the professional assistance of Anthony Chiappone from the University of Maine at Orono, Martin Henley from Westfield State College (Massachusetts), Nicholas Long from The American University in Washington, D.C., Sidney Miller from Southern Illinois University (Carbondale), William Morse from the University of Michigan, and Robert Rutherford from Arizona State University, Tempe.

This issue of PERCEPTIONS contains a variety of articles, teaching ideas, letters, and commentary. They offer the reader many different thoughts, reactions, reflections, and information concerning the education of students with emotional disturbances. Ted Kurtz offers some thought-provoking ideas to the reader in the first article. This adaptation of his keynote address calls us to act and react. While Maria Gallai and her daughter, Dora Vetier, give us a visitor's view of special education, Cathy Mastrocola discusses the similarities and differences among states regarding the various definitions of emotional disturbance. Karen Bartoletti offers her perspective on the education of children with emotional disturbances and Linda Payne, Linda House, and Ramon Rocha discuss models for delivering speech and language services. To complete this issue, Neal Schneider describes his approach for managing and preventing classroom disruptions, Joseph Burger presents an open letter to students, and Barbara Heilbronn examines study skills and the learning-disabled student.

What's new under the sun? Read on!

Robert Michael
Executive Editor

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A MESSAGE FROM ANYSEED PRESIDENT

The 24th Annual Conference in Utica was a huge success. The presentations of Dr. Nicholas Long, Dr. Stanley Fagan, and Ted Kurtz were inspiring and relevant. The Past Presents' Forum provided a clear direction for the 25th Annual Conference which will be held on April 5,6,7,8, 1990 in Syracuse.

It was heartwarming to hear the general comments concerning ANYSEED. Time and again, participants remarked at the warmth, professionalism, and cohesiveness of the organization. It is our mission to reach out to areas in need of staff development and to provide an outlet for sharing experiences, as well as informing special educators of the latest developments in research. As ANYSEED moves into its 25th year, I foresee adopting a proactive stance in view of the cumulative knowledge, experience, and expertise of its members. We would like to serve as a resource for developing legislation affecting education for the Emotionally Disturbed population. This is especially significant widespread substance abuse and the increase of cases involving neglect, violence, and sexual abuse.

It was a pleasure to work with Dolores Calsndra, Russ Dalia, Robin Mason, Bob Michael, and Jim Burke. I am also indebted to Walter Galvin who was always available when a helping hand was needed. I view Ed Kelley as ANYSEED's foundation "glue" in view of his continuous and vigorous efforts to move this extraordinary organization to a leadership role in the area of Special Education.

Sherri Leids, President

- RENEW YOUR MEMBERSHIP - SAVE $ $ $ -

A D V E R T I S E

Advertisements

Advertisements in the quarterly journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
2-1/4 x 3-1/2" boxed classified	$25	$50	$80

For additional information, please contact:

Jim Burke
Sayville Learning Center
100 Greene Avenue
Sayville, NY 11782

A D V E R T I S E

MEMBERSHIP

It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of PERCEPTIONS
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
4. reduced rates at local chapter conferences and workshops
5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

Jim Burke
Sayville Learning Center
100 Greene Avenue
Sayville, NY 11782

TIMES ARE CHANGING:

IS ANYSEED CHANGING WITH THEM?

by

Ted Kurtz

Ted Kurtz is a retired New York State Regional Associate. He is presently the Director, Technical Assistance, Research and Training Center On Traumatic Brain Injuries, State University of New York, Buffalo, New York.

The following article is an adaptation of Mr. Kurtz's Keynote address at the 24th Annual ANYSEED Conference, Utica, New York.

One of the enduring threads that holds the ANYSEED organization together is the commitment of the board to keep the annual meeting geared toward the real membership - the classroom teacher. This is the person who has to go back Monday and face the kids again. If we've learned anything over the years it's that teachers appreciate the theoretical stuff, but it's the practical ideas that help make them more effective with the day-to-day business of teaching.

Those they teach - the deviant, disabled, destructive (as seen by the regular classroom teachers who referred them) - learn to perceive themselves as devalued and dehumanized (which is the way they learned to be) and are probably the most complex, challenging, perplexing, and potentially rewarding students in school.

These pupils have become "handicapped" through a complex process involving many adults, most of whom actually know very little about the children and, in truth, have very little desire to get to know them very well. But, it is the label that entitles the child to a "special" education. And to acquire a label is to acquire a destiny. Emotionally disturbed children become social hostages. Because of the complex mechanism that guarantees them this special status within the educational establishment, they quite quickly and quite naturally develop an alternative view of reality. They indeed become special in nearly every sense of the word.

What is this system they're in? Special Education actually is a benign approach to problem solving. It's based on an assumption that the care-giver's interests and the client's needs are identical. Lest there be any misunderstanding, this ain't the way it is.

Intervention, at best, is politics masquerading as science. And it's time we took a look at what's really going on.

The problem isn't defective kids. It's a defective system. A system that is designed to keep both teachers and kids down on the plantation. A system that is poorly funded, poorly led at the State and Federal levels, and, if some people have their way, a system that will do away with the few real leaders in special education (those down at the program level) and embark on some wonderful new adventure called the regular education initiative.

As you know, less than 1% of the Federal budget is spent on education. I like the bumper sticker that suggests it will be Camelot when education gets its fair share of the Federal budget and the Pentagon has to have a bake sale to raise money for its newest bomber.

Those of you who labor in the vineyards must not be naive about your lot. Professional care-givers are little more than the instruments of the existing social order. And this must change.

I had the privilege of visiting many of your classrooms and I always enjoyed listening to you tell me what really goes on in Special Ed. The message that came through loud and clear, over and over, is that the kids may march to a different drummer, that they may demonstrate a heroic recalcitrance, but somehow, regardless of how screwed up their background was, they still want to learn and they still feel that school is the place where instruction is supposed to take place. Learning is therapy.

Well, the numbers keep growing. Referrals are up; behavior management is the number one concern of regular education teachers year after year. Emotional problems are the most significant issue confronting teachers who work with M.R., L.D. and physically handicapped children.

But we're here to talk about "what's new" in the education of emotionally disturbed children. Of course, there's not much that's really new. Some old wine in new bottles here and there.

Deviance wasn't invented in the 20th century. We've seen people try to refine it but it comes out pretty much the same.

Like all things that are problems, we attempt solutions in the most awkward ways. Generally, we start with a committee. Now that's a great way to stymie progress and clear thinking. Then we hold conferences, write position papers, and have hearings. That buys time. Finally, somebody gets around to writing a law and turns the problem over to a Federal or State agency. Then things really slow down.

As I said, not much is new. As a matter of fact, an Italian Renaissance philosopher had it pretty well figured out. Machiavelli called his book The Prince. "The sub-ordination of moral principles to political goals and the ability of those in power to retain their control through cunning and ruthlessness," are ideas that are alive and well in a state capitol and elsewhere 400 years later.

Friends, our hope must be in people, not institutions. This organization must stand up and be counted. You cannot permit the continued neglect and abuse that the bureaucrats and politicians are doing to the children entrusted to your care.

The problem becomes increasingly compounded by the continuing pressure on the public school system to have children learn more, learn it earlier, and recite it more accurately. Academic achievement is the yardstick by which both students and teachers are measured. You're a good teacher if your kids are clean, quiet, busy, and read at grade level. As the demands for achievement increase, tolerance for deviance decreases. Year after year the threshold at which regular education rejects students who do not adequately serve the system lowers, and more and more inappropriate referrals for Special Education are made. The concept of "normality" shrinks and shrinks. And, perhaps saddest of all, a referral is tantamount to classification as handicapped and placement in Special Education, and it's easier

to get into Special Education than to get out.

The commodification of the disabled during the second half of the 20th century is a most mixed blessing. Institutionalized compassion is a lifestyle for most Americans. Those of us who have become a part of this huge industry (indeed, a real growth industry) have to be careful that we don't become part of the problem rather than part of the solution.

The truth is that, as special educators, we have not done a very good job of marketing our profession. The impact of our efforts as teachers in regards to bringing about positive changes in the way kids perform either academically or behaviorally has not been subjected to very much scientific scrutiny. Nor have we come up with a philosophy which we all can rally behind. It's like sowing seeds on unplowed ground and wondering why they wash away.

Let me focus for a moment on some things which are a bit more specific. There are some trends which I want to share with you and then I would like to issue a challenge to the organization.

There are 7 items I want to address briefly:

1. Public Law 99-457. Lowering the age at which children become eligible to special education from 5 to 3 potentially, opens the door to a new set of problems. Who decides which children are disturbed? Who sets up the program? Who's in charge? Does it become a self-fulfilling prophecy? This must be watched with great care. Become aware of the new regulations.

2. 12 month programs (the Extended School Year). Should the summer I.E.P. be the same as the 10 month I.E.P.? Should teachers be expected to work 12 months? With the same kids? Who is the extended school year really for? Does it really make a difference?

3. Physical Space. The pressure is on to take away some of the rooms that we waited years to get into. Many of the buildings in our cities are marginally adequate for housing any kind of school program. Why does Special Education always seem to end up in second class facilities? Historically, we were the last ones in and the first ones out. We need a voice as the negotiations heat up for deciding who gets what rooms. Teachers must get involved.

4. Retirements. In the next five years, some districts will have as many as forty percent of their teachers retiring. Among administrators, there is even a higher percentage eligible to retire. Who will take the place of these people? Or, perhaps more importantly, what skills will the newcomers bring with them to their assignments in our schools? We should have ideas about preparing for these personnel shortages.

5. Referrals. The 10th Annual Report to Congress on the Implementation of the E.H.A. stated that, while the increase in the percentage of L.D. students was 3% over the previous report, the increase in the E.D. population was 11%. Why? While we can only speculate, certainly we can't feel comfortable that this trend will be reversed given what we all know is going on both in our schools and in our communities. The impact of this should be examined.

6. Increased emphasis on academics. Each month brings a new survey or study which identifies a new area of deficiency in the public school system. We don't know if the sun goes around the earth or vice versa, we can't compute with the speed or accuracy of peers in foreign countries, our kids are less physically fit, and they've always lagged behind whoever in reading, writing, spelling, and speaking. The New York State Regents Action Plan is just hitting its stride and students are expected to come to class eager to learn and ready to adopt their learning style to the teacher's teaching style. When the frustrated teacher and the frustrated student have their inevitable confrontation, the outcome is a foregone conclusion. Frustrated teachers are called "stressed" (it used to be "burn-out"); frustrated kids are referred to Special Education.

7. The Regular Education Initiative (or the R.E.I.). As a natural extension of court decisions of the Sixties which supported the notion that institutions were inherently dehumanizing, various forces have worked collectively to move away from any reliance on specialized programs for children with identifiable problems. The notion is that all children should be given whatever it is that they need but that help should be provided within the context of the regular school program. The "Consultant Teacher" model is being introduced. It bears watching. Proponents believe that removing any child from the environment that his siblings and peers know as school only places the child with special needs at an even greater disadvantage and tends to exaggerate his problem and limit the likelihood that the child will ever be a full-fledged member of society. Supporters of this position point to studies which indicate that academic gains for most children placed in Special Education are not particularly impressive but the damage to their self-image is severe.

The R.E.I. also wants us to take a look at the apparent over-classification of mildly handicapped (viz. L.D.). Well, nobody is usually all wrong.

I would like those who wave the banner of this movement to show me a few more examples of how this works with severely emotionally disturbed children. I've seen and heard of the programs that have made accommodations for the physically impaired and there have been some sincere efforts to integrate mentally retarded children into buildings housing regular classes. There are so-called cluster programs where mildly handicapped are grouped with slow learners for certain activities. But, I'm still looking for that administrator who is pioneering the programming for the student who was so dysfunctional that s/he had to be called "handicapped" so s/he could get help. And that help had to be provided in a special setting in a program taught by a teacher with special certification.

Now, that approach is suddenly passe and we're ready to go forward, arm in arm together, towards a new era in education. A school where all children will be treated according to their unique needs.

This is an idea whose time is not quite here. Again, politics masquerading as science. Before I want to see all special ed services provided by consultant teachers or in resource rooms, I want to see some basic changes in a number of things which I will get to in a minute.

ANYSEED is chartered by the New York Board of Regents. Now, when is the last time they heard from us? We should keep in touch. We should let them know how we think they're doing and we should be giving them suggestions on how they can help us help the kids. We have to have an agenda and we have to be able to communicate our message to them in a way that is positive, in a manner that is persistent, and in a format that allows them to have ownership of our good ideas.

What makes our organization significantly different from almost all other groups who work on behalf of a specific disability is that we have no organized parent constituency. The historical development of special education shows a very clear pattern. As each group began to organize, it rallied the families and they, collectively, carried their banner to the state capitals, to the

courts, and to the Federal government. If it had been left to the professionals, there probably would still be very little mandatory legislation for the handicapped. It still seems relatively unlikely that the parents of our kids are going to get together and go to battle for the things that the M.R., C.P., L.D., deaf, blind, and several dozen other disability groups struggled for and eventually achieved for their children.

So, ANYSEED must step into that void. We must be willing to fight the good fight wherever it must be fought. Whether it's giving testimony at public hearings such as the one held in Buffalo last month when the Children's Psychiatric Center in West Seneca, New York, was being investigated, or sending letters to the Governor and the legislature protesting the cuts in state aid to programs serving disturbed children.

I have a few recommendations I would like ANYSEED to consider. We should develop an agenda for the legislature and for the Board of Regents as well as all the state agencies with responsibilities for working with emotionally disturbed children.

Included in this agenda could be specific requests for the following items:

1. Dedicated dollar amounts for in-service activities for all staff who work with special children.
2. Prevention initiatives.
3. Mandates for ratios of supervisors to staff, and mandates that require supervisors to have had both experience with disturbed children and so-called normal children. But let's have somebody a teacher can turn to for real help. Somebody who's there when you need them.
4. Formal partnerships with colleagues in regular education so the experience of teachers of E.D. students can be used to help regular class teachers deal more effectively with behavior management issues. A teacher talking to another teacher about how to deal with a behavior problem is generally a much more effective use of staff time than that teacher talking to her/his principal or talking to a psychologist.
5. Lobbying for specific things which schools could and should be doing (i.e., mandated parenting skills whether that are ever needed or not), opportunities for community service which can generate credit toward graduation, more alternative environments in which children can be taught, etc.
6. Creating better working environments. Our schools are falling down around us and the phys.ed. teacher wants new football helmets and the band leader wants a new bass drum and the roof leaks and the public doesn't give a damn.
7. It is time we achieved equity for professionals working in institutional school districts, Chapter 853 schools, or any facility where there are important differences in the way you are treated in regard to salary, retirement, or other benefits. These programs should not have to be training programs for the public schools. And the energies of the administrators of these programs should not have to be devoted to justifying their programs to State Education Department representatives and other bureaucrats.
8. Lobbying the Federal government for more money for such programs as the Foster Grandparent program and other similar initiatives as well as funding other programs at the level of authorization.
9. More and better opportunities for vocational training. Whether it's regular occupational education or special occupational education, it isn't going to work if the teachers don't know how to work with disturbed kids.
10. Better undergraduate teacher preparation programs. Ultimately, the really effective teachers, regular or special education, are the ones who know their trade. We would have more of these people if our teacher training institutions were doing a better job. But it's up to us to let them know what we think they could be doing better or doing differently.
11. Better pay. "I will never be quite willing to admit that this country is enlightened until we cease the inane and parsimonious policy of trying to drive all the really strong men and women out of the teaching profession by putting them on the payroll at one-half the rate, or less, than that which the same brains can command elsewhere." (Hubbard, 1902). More money may or may not make a teacher more effective - but more money might keep them around a little longer and bring some good ones into the field.
12. A strong lobby for more minorities working in special education - Blacks, Hispanics, Native Americans - all are groups over-represented in Special Education and under-represented on the faculty and administration of the Special Education programs. Not tokenism or quota systems, but a strong, deliberate long-range effort to recruit effective members of minorities. The Governor, the legislature, and the Regents should be challenged to initiate such a plan. In December 1988, New York State Commissioner Thomas Sobol stated, "Blacks are heavily over-represented in special education classes. The percentage of Blacks in elementary special education is 16.6% higher than their overall enrollment. The discrepancy grows in high school. It is 25 times higher than Blacks' overall representation in the high school population. N.Y.S. Public Schools have two systems: White-Suburban and Black-Urban."
13. Request grants from the Regents to do research. Lobby the legislature to put money into long-term studies on problems and issues, and involve ANYSEED in developing and carrying out such studies.
14. Work to establish mandatory in-service for professionals working with emotionally disturbed children and make it be good stuff. No one should be allowed to work year after year with no requirement for upgrading their skills. The only large organization I know of that doesn't believe that its staff needs in-service is the State Education Department. They don't have to be our model. If you're a nurse, social worker, member of ASHA, a doctor, or in any one of a dozen other professions, you must secure Continuing Education Units (CEU's) to maintain your license.
15. Get members working on developing position statements. Some of these are controversial, but the issues should be placed on the table for discussion and eventually the organization can evolve a stance on such things as:
    1. medication
    2. assessment
    3. grading
    4. programs for fire setters
    5. programs for schizophrenics
    6. programs for incarcerated youth
    7. alternative ed.
    8. programs for the gifted disturbed
    9. minority issues
    10. I.E.P.'s (that make sense)
    11. programs for children with AIDS (and for teachers with AIDS)
    12. applications of technology in programs of behavior management
    13. differentiated programs for students whose inappropriate behavior may be related to a

traumatic brain injury and more.

At best, we should have positions on all these. At least, we should have some dialogue among our members. It might give people a reason to join the organization.

16. Let me stop with one last suggestion. New York State law has established an Advisory Panel to the Asst. Comm. for Special Education. It is a 25-member group with 5 members required to be representatives of professional organizations in NYS. We have never had a representative on that panel. We should. I would strongly urge that the Executive Board pursue this opportunity actively. Make the case in writing and persist until we have been given that recognition.

Let me also urge each of you to get more involved. If you're not a member, join. If you belong, be active in your chapter. If you don't have a chapter, start one. Don't wait for someone to do these things for you; it won't get done.

All that ANYSEED has done over these many years, and much has been done, has been done by too few. Probably two dozen people have done 75% of the work. Probably most of them are here in this room. Yet with all this talent and energy, there still isn't one E.D. teacher in a hundred from New York City who belongs to ANYSEED.

The person who brings the City into ANYSEED should be accorded some very special recognition indeed. But it can and must be done if we are ever to be truly a statewide organization.

So, join me in challenging your Executive Board to work to make Special Education a proud profession and ANYSEED a source of pride for us all.

BALLOT 1989-1990 OFFICERS

The ANYSEED Executive Board, at their Annual Business Meeting, put forth the slate of officers which appears below:

PRESIDENT: DOLORES D. CALANDRA
(Previous year President-Elect automatically becomes President)

PRESIDENT-ELECT: RUSS DALIA

OTHER: (Write-In) _____

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OTHER: (Write-In) _____

SECRETARY: JOY FIELDS

OTHER: (Write-In) _____

MEMBERSHIP: JAMES BURKE

OTHER: (Write-In) _____

EXECUTIVE EDITOR: ROBERT MICHAEL

OTHER: (Write-In) _____

Officers of ANYSEED serve as volunteers for a term of one year. Annually, the officers change each July following a vote of the membership. VOTE FOR THE ABOVE SLATE OR WRITE IN A CANDIDATE OF YOUR CHOICE. Send your completed ballot to:

Sue Schleef
7541 Chestnut Ridge Road
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ANYSEED
Executive Board Meeting
July 21, 1989
Long Island

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A Milestone Conference

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I LOVE THE AMERICAN SCHOOL

NOTES ON MY LEARNING DISABLED CHILD'S SCHOOL EXPERIENCE

by

Maria Gallai and Dora Vetier

Dora Vetier is an eleven year old Hungarian girl who visited in the United States for two years. While here, Dora was in a class for children with special needs and mainstreamed into a fourth grade regular class. Dr. Gallai, Dora's mother, is a pediatrician who, while visiting the United States, decided to learn as much as she could about special needs and special education.

Before we left Hungary one and a half years ago, we were very concerned about coming to a foreign country with our children who didn't speak the language. We were especially concerned with Dori: would she be able to adjust to the new environment, learn the language, and get proper education?

In Hungary, she went to a school for children with mild academic under-achievement due to learning disability, mental retardation, or social background. There were 12 kids in the class with one special education teacher. In Hungary, every child who has a disability goes to a special school which is completely separated from the elementary school. These schools are specialized just for one type of disability. For example: there is a special school for children with hearing impairments; there is another kind for children who are blind; another for children with mental retardation; another for children with physical handicaps, etc. The special school follows, with a slower speed, the curriculum of the regular elementary school. The goals and requirements are the same for every child regardless of her/his disabilities. The only individual help they get is 2 hours/week consultation to achieve these goals. Their work is frequently rated, and that puts a lot of pressure on the children. When we came here we didn't know anything about special education in the USA; we had never heard about mainstreaming and IEP's.

After Dori was tested in the USA, she was mainstreamed into the regular fourth grade with special help from a self-contained classroom, as well as English as a Second Language lessons every day. We had two concerns with it. First: she had never gone to regular school before, so she didn't have the experience how to get along with the regular school children. The only place where she had met the children outside of her special school had been the playground, where she had had a lot of painful social experiences. She had often been teased, rejected, or used as a clown. We were very anxious to let her be with regular school children most of the time. Our other concern regarded her academic work. We didn't know what to expect from the American school.

Our good surprise came when, after her tests were done, we were invited to an IEP conference. We could discuss our concerns, Dori's special needs, and the ways how to reach her educational goals. Her teachers are wonderful people. They accepted her with all her problems from the very beginning, and they helped her to adjust to her new school. They even helped the other children in her class to accept Dori. She felt this warm atmosphere at once, and she has been always very comfortable at her American school. She has already made a great progress in English, in all the academic subjects; and she has developed in her social relations. She is a happy, well-adjusted child, who loves the school.

Here is the list of what she likes the best in school. She wrote them "in an order of importance":

1. "GYM - it's fun." At home (Hungary) the children, even in the special school, are expected to achieve given levels in running, jumping, etc., and they get their grades according to their achievement. Because Dori has some motor problems, she was taken from the regular gym into an after-school adaptive gym.
2. "FRIENDS - I have many." She has got a lot of friends, not just from her special class, but some from the regular classrooms, too. She is a popular girl at the school.
3. "PLAYGROUND - to make friends." The place where she got her worst social experience at home. Here, this is her favorite place to make friends.
4. "MY TEACHERS - they are nice." She has wonderful, sensitive teachers, who help her a lot.
5. "COMPUTER - that's exciting." She works with the computer at school every day, and enjoys it so much that she chose computer even at the after-school program. In Hungary, she had never worked with computer.
6. "EASY WORK - I hate hard work." She is not forced to solve problems which she is not able to do, so she gets a lot of positive experience in school work.

Because of my good personal experience in the USA, I started to study American special education. I hope when we go home I can help to develop better services for the children with special needs in Hungary.

THE SIMILARITIES AND DIFFERENCES AMONG STATES WITH REGARD TO THE DEFINITION OF EMOTIONAL DISTURBANCE

by

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INTRODUCTION

State and federal law requires that definitions of handicapping conditions be used in order to appropriately identify and serve students with special needs. These definitions are utilized for the purposes of communication, information, and the provision of funding. According to Cartwright, Cartwright, and Ward (1984), it is extremely difficult to "find or construct definitions that are useful, communicative, and acceptable to all or even most persons interested in the problem" (p. 48). The literature suggests the need for more uniform definitions between the states in order to facilitate the appropriate identification, placement, and education of handicapped students.

The category of emotional disturbance is one which shows great variance in terms of definition. Smith (1985) stated that "historically, the appropriate identification of behaviorally disordered or seriously emotionally disturbed students has been an ambiguous area of special education" (p. 34). He went on to describe the problems in definition and assessment and the conflicting points of view on behavior disorders. Despite these varying and often incongruous approaches to definition, federal and state education agencies must monitor the procedures for identifying and serving students who are handicapped by a behavior disorder. Although the term "seriously emotionally disturbed" is defined by P.L. 94-142, a variety of other definitions are used at the state levels. These states differ in terms of how students are identified.

> P.L. 94-142 does not impose its specific definition of seriously emotional disturbed on the states. In order for the state to be eligible for federal funding, however, its definition must be judged as capable of identifying groups of children equivalent to those identified by the federal definition. This discretionary authority has led to a great diversity in the definitions used throughout states and territories (Smith, 1985, p. 36).

Kavale, Forness, and Alper (1986) conducted a study to examine the definitions of behavioral disorders/emotional disturbance. They found little agreement in surveys of both legislative and administrative definitions with great inconsistencies in both form and content. "With this lack of consensus about definition, progress in the field is impeded because interpretations about the behavior disorder/emotional disturbance phenomenon are marked by ambiguity and confusion" (Kavale, Forness, & Alper, 1986, p. 159).

In their article on state administrative definitions of behavior disorder, Cullinan, Epstein, and McLinden (1986) reported that there is much disagreement among the states regarding a definition of behavior disorder/emotional disturbance. The number of components in the definitions differed greatly from state to state and contradictions were found between and within definitions. Further, wording in the definitions was often vague. They stated that "the chief importance of the administrative definitions issue is that a vague, ambiguous, or contradictory definition is likely to have unfortunate effects in very practical matters" (Cullinan, Epstein, & McLinden, 1986, p. 383). These include defining the characteristics of the students served, the programs in which they are served, assessment, and evaluation procedures. In conclusion, improvements in state definitions of behavioral disorders are needed in order to better educate this population.

It is the purpose of this article to report the definitions of the handicapping condition of emotional disturbance utilized as the classification in each state. There appears to be a need for a current guide to the state classifications in order to increase awareness and understanding of the system. The information presented here may also assist parents and professionals in comprehending the educational difficulties caused by varying state regulations and encourage the communication of suggestions or possible solutions to help facilitate the process of providing an appropriate education for emotionally disturbed children.

METHOD

A listing of the 50 state directors of special education was obtained in February of 1987. Letters were mailed to each of the 50 directors requesting a copy of the classifications of emotional disturbance utilized by each state. In all, a total of 40 states responded by sending the appropriate information.

RESULTS

The definitions of the handicapping condition of emotional disturbance used for identification, service provision, and funding in special education were received from 40 states. These states were: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin, and Wyoming. Upon receipt of this information, each state's definition was compared to that of the federal government as identified in P.L. 94-142. The various state definitions were categorized as being identical, similar (slight rewording, adding or deleting words or phrases), or different, or excluded from the federal definition. Percentages were derived from this information. This data is presented in Table 1.

Table 1.

Comparison of State Definitions of Emotional Disturbance to the Federal Definition.

	Same Definition	Similar Definition	Different Definition or Excluded*	
States	Alabama	Arkansas	Arizona	
	Alaska	Idaho	Colorado	
	California	Maryland	Connecticut	
	Montana	Mississippi	Delaware	
	New Hampshire	Missouri	Florida	
	New York	Ohio	Georgia	
	Oklahoma	Pennsylvania	Illinois	
	Virginia	Tennessee	Iowa	
		Wyoming	Kansas	
			Kentucky	
			Louisiana	
			Maine	
			Michigan	
			New Jersey	
			New Mexico	
			Oregon	
			Rhode Island	
			South Carolina	
			South Dakota*	
			Texas	
			Utah	
			West Virginia	
			Wisconsin	
Total	8	9	23	=40
Percent	20%	22.5%	57.5%	=100%

In some states, the terms "Emotional Conflict", "Emotionally Handicapped" or "Behavior Disorder" were used interchangeably with the federal classification of "Seriously Emotionally Disturbed." These differing terms were analyzed in the same fashion if they represented the identical classification found in the Federal Register. Other states used additional categories to denote types or degrees of emotional disturbance. Classifications such as "Socially Maladjusted" and "Behavior Disordered" were used in addition to the classification of "Seriously Emotionally Disturbed." These additional categories were not included in the analysis in Table 1 but are defined under the appropriate state and listed in Table 2. Additionally, some states combined the categories of emotional disturbance with behavior disorder or with social maladjustment. This data is also presented in Table 2.

Table 2.

Additional or Combined Classifications of Emotional Disturbance Used by the States

States Utilizing More Than One Classification -

Florida	-	Emotionally Handicapped Socially Maladjusted
Georgia	-	Behavior Disordered Severely Emotionally Disturbed
New Jersey	-	Emotionally Disturbed Socially Maladjusted
Wyoming	-	Behavior Disorder Serious Emotional Disturbance

States Combining Classifications -

Colorado	-Significant Identifiable Emotional or Behavioral Disorder
Connecticut	-Socially and Emotionally Maladjusted
Delaware	-Social or Emotional Maladjustment
Kansas	-Behavior Disorder/Seriously Emotionally Disturbed/Personal Social Adjustment
Kentucky	-Emotionally Disturbed/Behavior Disordered
Missouri	-Behavioral Disorders/Emotionally Disturbed
Pennsylvania	-Socially and Emotionally Disturbed

Examination of the collected data revealed that 8 of the 40 states which responded, or 20 percent, used the federal definition of "Seriously Emotionally Disturbed." An additional 9 states used a very similar definition to that of the federal government. Many of these states merely included or excluded a component listed in the federal definition. For example, 2 states, Maryland and Pennsylvania, include the condition of autism in their definitions. Idaho added hyperactivity to the list of characteristics, and Tennessee included a sentence describing "significantly deviant behavior." Other states deleted a condition listed in the federal definition. Arkansas, Mississippi and Ohio exclude schizophrenia from their definition. The remaining 2 states, Missouri and Wyoming, simply reworded the introduction to the definition. In total, 22.5 percent of the reporting states used similar definitions.

The remaining 23 of the 40 states which responded to the survey used a different definition of "Seriously Emotionally Disturbed" than that of the Federal Register. One of these states, South Dakota, has a noncategorical system of special education and was included in the "different" or "excluded" category for reporting purposes. This state is marked with an asterisk in Table

1. States utilizing dissimilar definitions made up 57.5 percent of the total number of states responding.

The remainder of this section is the recorded definitions of the handicapping condition of emotional disturbance in each of the 40 states organized alphabetically, beginning with the federal definition. (Definitions have been checked and rechecked for accuracy!)

FEDERAL DEFINITION - Seriously Emotionally Disturbed - Is defined as follows: 1. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

A. An inability to learn which cannot be explained by intellectual, sensory or health factors;

B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

C. Inappropriate types of behavior or feelings under normal circumstances;

D. A general pervasive mood of unhappiness or depression; or

E. A tendency to develop physical symptoms or fears associated with personal or school problems.

2. The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (Office of the Federal Register, 1985. Code of Federal Regulations, Part 300. Washington, DC: Office of the Federal Register, National Archives and Records Administration.)

STATE DEFINITIONS

ALABAMA - Emotional Conflict - Uses the federal definition of Seriously Emotionally Disturbed. (Alabama State Department of Education, 1986, pp. 14-28)

ALASKA - Seriously Emotionally Disturbed - Uses the federal definition. (State of Alaska Department of Education, 1985, p. 93)

ARIZONA - Seriously Emotionally Handicapped - Means a child who because of serious social or behavioral problems is unable or incapable of meeting the demands of regular classroom programs in the schools and in the opinion of diagnostic and instructional personnel the child requires special classes or special services designed to promote his educational and emotional growth and development. (Arizona Department of Education, 1986, pp. 178-180)

ARKANSAS - Seriously Emotionally Disturbed - Uses the federal definition but excludes schizophrenia. (Arkansas Department of Education, 1985, pp. 12-21)

CALIFORNIA - Seriously Emotionally Disturbed - Uses the federal definition. (California State Department of Education, 1987, pp. 1-3)

COLORADO - Significant Identifiable Emotional or Behavioral Disorder - Social or behavioral functioning such that the child cannot be adequately or safely educated in the regular school program. The following are characteristics of emotional/ behavioral disorders when they are exhibited at a rate higher than that which other children exhibit, are exhibited in almost all settings within the total environment, including the school, home, and community, and have been evident for a period of time. One or more of the following characteristics will indicate a significant identifiable emotional or behavioral disorder:

a. Behavior which is dangerous to the child himself and/or others.
b. Behavior which seriously interferes with the child's learning, or that of his classmates.
c. Inability to retain academic information.
d. Lack of positive and sustained interpersonal relationships.
e. Persistent physical complaints related to stress and/or anxiety.
f. Significantly limited self-control.
g. Pervasive moods of anxiety or depression.
h. Persistent patterns of bizarre and/or exaggerated behavior reactions to routine environment.
i. Extended periods of time with observable withdrawal that has no apparent positive coping aspect.
(Colorado Department of Education, 1983, pp. 1-4)

CONNECTICUT - Socially and Emotionally Maladjusted - Means a child with a psychological condition, stemming from inter- or intra- personal conflict, which manifests itself in behavior which significantly impedes the child's rate of educational development. The term emotionally maladjusted shall refer to a child whose condition includes one or more of the following characteristics: (Uses the characteristics listed in the federal definition). The term socially maladjusted shall refer to a child who continuously exhibits behaviors that do not meet minimal social standards for conduct required in the school and whose inability to adjust to such standards results in a significant disruption of educational development for the child and/or other students. The term socially maladjusted shall apply only where the cause of the child's deviant behaviors is emotional maladjustment. (Connecticut State Department of Education, 1980, pp. 4-6)

DELAWARE - Social or Emotional Maladjustment - The child exhibits behavior representative of conflict between self and environment repeatedly and over time to such an extent and duration that it significantly affects the learning process. Examples of such behavior may include: 1. Acting out behavior such as unpredicted and unprovoked hitting, aggressive, and disruptive behaviors; 2. Withdrawing behavior such as absence of speech, depression, impulsive and obsessive behaviors; 3. Defensive behaviors such as compulsive eating, manipulation, or running away from home or school; 4. Disorganized behaviors such as out-of-touch with reality, self-abusive behavior, lack of self control. (The Delaware Department of Public Instruction, 1987, pp. 18-22)

FLORIDA - Emotionally Handicapped - A condition resulting in persistent and consistent maladaptive behavior, which exists to a marked degree, which interferes with the student's learning process, and which may include but is not limited to any of the following characteristics....(The characteristics listed are those in the federal definition). Socially Maladjusted - A given classification which is not defined in the Florida educational manual. (State of Florida Department of Education, 1986, pp. 65-77)

GEORGIA - Behavior Disordered - Uses the federal characteristics in Seriously Emotionally Disturbed and states: A behaviorally disordered student is a student who, after receiving regular educational assistance, counseling, alternative placement and/or other procedures available to all students, still exhibits one or more of the above characteristics of sufficient duration, frequency, and intensity that it interferes significantly with educational performances to the degree that provision of special education services is necessary. The student's difficulty is

emotional/behavioral and cannot be adequately explained by intellectual, cultural, sensory, neurophysiological or general health factors. Severely Emotionally Disturbed - An emotional disturbance or behavioral disorder severe enough to require special treatment and placement. One or more of the following characteristics exhibited by the children may be regarded as eligibility for placement: a. Severe emotional disturbance such as, but not limited to, childhood schizophrenia and adjustment reactions. b. Severe behavioral disorders resulting from, but not limited to, autism, neurological impairment, cultural deprivation, developmental lag, and family-related problems. c. Severe school-related problems manifested in, but not limited to, behavior, socialization, communication and academic skills. The term does not include socially maladjusted students unless it is determined that they are also severely emotionally disturbed or severely behaviorally disordered. (Georgia Department of Education, 1983, pp. 17-28)

IDAHO - Serious Emotional Disturbance - Uses the federal definition but adds to the list of characteristics: "Hyperactive to the extent that it affects adaptive behavior." (Idaho State Department of Education, 1986, pp. 1-2)

ILLINOIS - Behavior Disorder - The child exhibits an affective disorder and/or adaptive behavior which significantly interferes with his or her learning and/or social functioning. (Illinois State Department of Education, 1979, pp. 30-31)

IOWA - Behaviorally Disordered - The inclusive term for patterns of situationally inappropriate behavior to one's age and significantly interfere with the learning process, interpersonal relationships, or personal adjustment of the pupil to such an extent as to constitute a behavioral disorder. (State of Iowa Department of Public Instruction, 1985, pp. 2-6)

KANSAS - Behavior Disorder/Seriously Emotionally Disturbed/Personal Social Adjustment - Means a condition with one or more behavioral characteristics that are:

1. exhibited at either a much higher or much lower rate than is appropriate for one's age;
2. documented as occurring over an extended period of time in different environmental settings within the school, and home or community; and
3. interfering consistently with the student's educational performance. This interference with educational performance shall not be a result of intellectual, sensory, cultural or health factors that have not received appropriate attention.

(Kansas State Department of Education, 1986, pp. 12-27)

KENTUCKY - Emotionally Disturbed/Behavior Disordered - A child is emotionally disturbed (behavior disordered) provided the following eligibility criteria are met: 1. The child manifests symptoms characterized by diagnosed labels such as psychosis, schizophrenia, and autism; and/or 2. The child demonstrates one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: a. An inability to learn at a rate equal to the intellectual, sensory-motor and/or physical development because of emotional problems; b. An inability to build or maintain satisfactory interpersonal relationships with peers and adults; c. Behavior which is disruptive to the learning process of other students or himself; d. A general mood of unhappiness or depression; e. A tendency to develop physical symptoms or fears associated with personal or school problems. This criterion does not include those who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (Kentucky Department of Education, 1986, pp. 25-31)

LOUISIANA - Behavior Disorder - A pattern of situationally inappropriate interpersonal or intrapersonal behavior which is exhibited over an extended period of time and to a significant degree, and which cannot be explained by intellectual, sensory, neurological, or general health factors. One or more of the following behavior patterns shall be exhibited:

A. Inappropriate types of behavior or feelings under normal circumstances:

B. A general pervasive mood of unhappiness, depression, or withdrawal: or

C. A tendency to develop physical symptoms or fear associated with personal or school problems.

The term never includes students who are autistic; it may include students who are socially maladjusted if it is determined that they are also behavior disordered. (Louisiana Department of Education, 1983, pp. 35-95)

MAINE - Behavior - The child exhibits affective, reactive and/or maladaptive behavior(s) to a marked extent and over a significant part of the school day or year, that significantly interferes with the child's learning or that of other children; specialized educational programs and/or services are required to provide for the child's educational progress and potential. (State of Maine Department of Educational and Cultural Services, 1981, pp. 15-16)

MARYLAND - Seriously Emotionally Disturbed - Uses the federal definition but includes autism. (Maryland State Board of Education, 1978, pp. 1-3)

MICHIGAN - Emotionally Impaired - Shall be determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the person's education to the extent that the person cannot profit from regular learning experiences without special education support. The problems result in behaviors manifested by 1 or more of the following characteristics: (Uses the characteristics in the federal definition). (Michigan State Board of Education, 1987, pp. 7-12)

MISSISSIPPI - Emotionally Handicapped - Uses section 1 of the federal definition of Seriously Emotionally Disturbed but excludes section 2. (Mississippi State Department of Education, 1983, pp. 62A-71A)

MISSOURI - Behavioral Disorders/Emotionally Disturbed - Refers to manifestations such as the following exhibited over an extended period of time and to a marked degree: (Uses the federal definition of Seriously Emotionally Disturbed). (State of Missouri Department of Elementary and Secondary Education, 1987, pp. A15-19)

MONTANA - Emotionally Disturbed - Uses the federal definition. (State of Montana Office of Public Instruction, 1986, pp. 2-4)

NEW HAMPSHIRE - Seriously Emotionally Disturbed - Uses the federal definition. (State of New Hampshire Department of Education, 1984, pp. 5-7)

NEW JERSEY - Emotionally Disturbed - The exhibiting of seriously disordered behavior over an extended period of time which adversely affects educational performance and may be characterized by: 1. An inability to build or maintain satisfactory interpersonal relationships; or 2. Behaviors inappropriate to the circumstances such as a general or pervasive mood of depression or the development of physical symptoms or irrational fears. Socially Maladjusted - A consistent inability to conform to the standards for behavior established by the school. Such behavior is seriously disruptive to the education of the pupil or other pupils

and is not due to emotional disturbance as defined above. (New Jersey State Board of Education, 1985, pp. 36-40)

NEW MEXICO - Behaviorally Disordered - Within the educational setting, a behaviorally disordered child is one whose behavior may be discordant in his/her relationship with others and whose academic achievement has been impaired due to an inability to learn utilizing the presented teaching techniques. The child's current behavior manifests either an extreme or a persistent failure to adapt and function intellectually, emotionally, and socially at a level commensurate with his/her level and chronological age. (State of New Mexico Department of Education, 1986, pp. B22-B43)

NEW YORK - Emotionally Disturbed - Uses the federal definition, slightly reworded. (New York State Education Department, 1987, pp. 3-4)

OHIO - Severe Behavior Handicapped - Uses the federal definition of Seriously Emotionally Disturbed but excludes the sentence, "The term includes children who are schizophrenic." (State of Ohio Department of Education, 1982, pp. 5-13)

OKLAHOMA - Seriously Emotionally Disturbed - Uses the federal definition. (Oklahoma State Department of Education, 1986, pp. 7-8)

OREGON - Seriously Emotionally Disturbed - Means an emotional problem which affects a child's educational performance to the extent that the child cannot make satisfactory progress in the regular school program. The seriously emotionally disturbed child exhibits one or more of the following characteristics over an extended period of time and to a marked degree: A. An inability to learn commensurate with the child's intellectual, sensory-motor, and physical development; B. An inability to establish or maintain satisfactory interpersonal relationships with peers, parents, or teachers; C. Inappropriate types of behavior or feelings under normal circumstances; D. A variety of excessive behaviors ranging from hyperactive, impulsive responses to depression and withdrawal; or E. A tendency to develop physical symptoms, pains, or fears associated with personal, social, or school problems. (Oregon Department of Education, 1986, pp. 1-2)

PENNSYLVANIA - Socially and Emotionally Disturbed - Uses the federal definition of Seriously Emotionally Disturbed but includes autism. (Pennsylvania Department of Education, 1978, pp. 1-5)

RHODE ISLAND - Behaviorally Disordered - A child who exhibits a significant and observable disorder to a marked degree over an extended period of time which adversely affects educational performance, and is characterized by one or more of the following: 1. Extreme difficulty in learning which cannot be explained by intellectual, neurophysiological or general health factors, nor can it be attributed to ethnic or cultural differences. Components 2-5 are those used in the federal definition. Then: The above definition should include but not be limited to disorders which are referred to as: autism, schizophrenia, neurosis, psychosis, emotional handicap and emotional disturbance. The terms does not include children who are socially maladjusted unless it is determined that they are behaviorally disordered. (State of Rhode Island Department of Education, 1986, pp. 1-3)

SOUTH CAROLINA - Emotionally Handicapped - Pupils of legal school age with demonstrably adequate intellectual potential, who because of emotional, motivational, or social disturbance require special classes or specialized education instruction suited to their needs. (South Carolina Department of Education, 1978, pp. 18-62)

SOUTH DAKOTA - This state has a non-categorical special education program. The definitions listed in P.L. 94-142 are used for reporting purposes only. Two classifications in special education are used: Children in need of special assistance - Those children who are mildly to moderately handicapped or gifted who cannot achieve to their expected potential in the regular school environment without special education. Children in need of prolonged assistance - Those children who are severely to profoundly handicapped and cannot achieve to their expected potential in the regular school environment without special education. (South Dakota Department of Education and Cultural Affairs, 1987, p. 2)

TENNESSEE - Seriously Emotionally Disturbed - Uses the federal definition but adds: Significantly deviant behavior characterized by extreme opposition and aggressiveness to severe depression and withdrawal, and perceptions of reality which appear distorted and unrealistic and which are not culturally based. (Tennessee State Department of Education, 1982, pp. 1-9)

TEXAS - Emotionally Disturbed - Students whose emotional condition is psychologically or psychiatrically determined to be such that they cannot be adequately and safely educated in the regular classes of the public schools without the provision of special services. (Texas Education Agency Department of Special Education, 1986, pp. 4-6)

UTAH - Behavior Disordered - A student whose behavior or emotional conduct over time adversely affects his/her educational performance and requires special education services. (Utah State Office of Education, 1981, pp. 37-64)

VIRGINIA - Seriously Emotionally Disturbed - Uses the federal definition. (Virginia Board of Education, 1984, pp. 8-14)

WEST VIRGINIA - Behavior Disorder - These students manifest behaviors which have a deleterious effect on personal or educational development and/or the personal or educational development of others. Negative effects may vary considerably in terms of severity and prognosis. These behaviors may appear separately or in combination and may be exhibited in the form of acting out behaviors, withdrawing behaviors, defensive behaviors and/or disorganized behaviors. (West Virginia Department of Education, 1986, pp. 8-14)

WISCONSIN - Emotional Disturbance (ED) - A handicapping condition characterized by emotional, social and behavioral functioning which significantly interferes with a student's educational program. Emotional disturbance is characterized by deviant behavior which is severe, chronic or frequent and manifested in at least two of the student's primary environments (home, school and community). (Wisconsin Department of Public Instruction, 1984, pp. 35-48)

WYOMING - Behavior Disorder - A pattern of situationally inappropriate interpersonal or intrapersonal behavior(s) exhibited over an extended period of time within the educational setting. The behavior(s) interferes to a marked degree with a pupil's effectiveness in satisfactorily meeting the culturally imposed expectations of personal and social responsibility and results in a significant impairment in educational performance. (The term includes social maladjustments and mild to moderate emotional handicaps.) Serious Emotional Disturbances - Patterns of behavior exhibited over an extended period of time and to a significant degree which impair educational performance: Lists the components of the federal definition. (Wyoming State Department of Education, 1986, pp. 30-44)

DISCUSSION

The findings reported in the previous section of this article are similar to those in the existing research. The results indicate low percentages of agreement of state definitions of emotional disturbance with that specified by the federal government in P.L. 94-142. Smith (1985), in his study of the definitions of emotional disturbance, found a variety of definitions being used at the state level and differing methods by which these students are identified. Kavale, Forness, and Alper (1986) noted the absence of consistent legislative and administrative definitions of emotional disturbance and found a lack of standardization in the identification criteria. Cullinan, Epstein, and McLinden (1986) found little agreement among the states on a definition of behavior disorder (emotional disturbance) in their survey of the 50 states. They found the number of components in the definition to vary among states and that definitions were contradictory and ambiguous in terms of wording. These findings are consistent with those of this study. Of the 40 states surveyed, 57.5 percent used totally different definitions of the classification of emotional disturbance. Only 20 percent of the states used the federal definition verbatim with an additional 22.5 percent using a similar definition. The state definitions categorized as being similar contained variations in phrasing or the addition or deletion of components which is consistent with the Cullinan, Epstein, and McLinden study (1986). This study also reported that the states seem to be moving toward similarity with the federal term and definition of "Seriously Emotionally Disturbed."

The reader should be aware of the limitations of this research. It was the intent of this study to report the definitions of emotional disturbance used in all of the 50 states. Of these 50 states, 40 responded with the appropriate information. Another limitation has to do with the currency of the information. This research was conducted in the Spring of 1987 and revisions and updates of federal and state regulations are frequent. At the time of research, 3 states were in the process of revising their regulations, including those of eligibility and definitions of handicapping conditions and criteria. Finally, the scope of information presented here is limited. The definition of emotional disturbance does not always provide a clear understanding of the regulations. Additional information on eligibility requirements, evaluation procedures, and criteria for identification and services is also available from each state. This information may be invaluable in order to gain a complete comprehension of the definition and should be examined if an individual requires more extensive data.

The implications of differing definitions of emotional disturbance are many. These may include: interference in locating and identifying students with special needs; delays in placement and receipt of special education services; repetition of evaluations, testing, and I.E.P. formulation; and the possibility of a student, who is receiving special education services in one state, to go unserved in another due to varying eligibility requirements and identification criteria.

This study and the related research show the need for more agreement regarding the definition of emotional disturbance and eligibility requirements among the states. It was the intent of this study to formulate a guide to the definitions used in the states to help increase awareness and understanding of the differences. There appears to be a need for states to adhere more fully to the federal definition; and, according to the research of Cullinan, Epstein, and McLinden (1986), there is a trend toward this. The states seem to be beginning to respond to the need for more uniform and precise guidelines for identifying these students. More research needs to be conducted in order to explore possible solutions to the problems caused by the differing definitions in the states. The establishment of standardized eligibility criteria, improved interstate communication, and reciprocity between the states are only some of the possibilities which should be considered. These suggestions may have implications for nationwide change in federal and state regulations. The benefits would not only be for students, but for parents, teachers, and administrators who carry the responsibility of providing an appropriate education for all children.

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CALL FOR IDEAS

The editors of PERCEPTIONS are seeking information regarding classroom designs, physical arrangements, and school/agency plans that promote student/classroom management. Authors may submit narrative articles, sketches, diagrams, photographs, etc. that convey the arrangement concept or approach.

Service provision to children with emotional disturbances includes many people working together in many different roles. Classroom workers; transportation providers; cafeteria, custodial, and office personnel; administrators; psychological and social service staff; and families are but some of those involved in programs for children with emotional disturbances. In each issue, PERCEPTIONS will feature a piece by a person from one of these roles, in a continued effort to present a comprehensive view of the education of individuals with emotional disturbance.

A DYNAMIC CLASSROOM: A TEACHER ASSISTANT'S THOUGHTS ON WORKING WITH CHILDREN WITH EMOTIONAL DISTURBANCES

by

Karen Bartoletti

Karen Bartoletti is a teacher assistant for Ulster County Board of Cooperative Educational Services, New Paltz, New York. The self-contained class in which she works is housed within a regular district elementary school.

I have been working as a teacher's aide/assistant for the past four years. I am part of a program designed to meet the educational needs for a class of up to twelve emotionally disturbed five through eight year old children. The staff includes a teacher, an assistant (myself) and an aide full time, as well as a psychologist who works with the class three days during the week. I perceive my role in the classroom to be a support person who helps maintain the continuity of the class. It is clear the teacher must be free to teach with as little interruption as possible. This has been a wonderful working experience for me. I very much enjoy the challenge of trying to meet the special needs of this population. It takes more than a loving heart to be effective with these students. Many talents and abilities come into play. It does help a great deal if you enjoy being around children and can hold onto your own sense of humor.

There is a harmony in our classroom that is beneficial for our students' learning and growing. Such harmony is not an accident, but the result of good communication and respect among staff members. I believe that communication is the most important aspect of a team that works well together. We have regular weekly meetings where the entire staff has an opportunity to discuss students to clarify what is best for a particular child. It also is a time for adults in the room to share any concerns that may have arisen over the week. As a support person, it is important to understand what the teacher expects and what our role is in helping a child reach a specific goal. Being consistent in the classroom is important because it enhances the feelings of security for the special needs child. A trusting environment seems essential for our students to learn and be able to participate appropriately in the day.

Cooperation is another important part of having an enjoyable work day. Teachers need to have a set routine for the class, but it is great when they are flexible enough to allow the aide or assistant the freedom to explore an idea or subject area, giving everyone a feeling of involvement in the day. It may be a cooking activity or doing a daily weather forecast. A wonderful way for children to learn about cooperation is to see and feel it happening on a daily basis. There is a feeling of respect that develops out of cooperation.

Being involved in the physical set-up of the room can also make a positive difference in the class. I felt much happier in my classroom after I added my plant shelf and plants. It has made the space more comfortable for me. The aide in the room has found adding her touches to the bulletin board made the room seem more cheerful for her. Personal touches are important for all of us. It may not seem like much, but that involvement makes a difference in how you feel about going to work each day.

Learning new skills may not be easy for this population of children, and it may be impossible when there is disruption in the room. The support staff must be comfortable and capable to deal with situations as they arise. They must be able to set reasonable limits for the children's behavior; therefore it is important to know age appropriate behavior and expectations. It helps to know when to get involved, when just to observe what is going on, when to stop a particular behavior immediately, and when it is better to talk about it later. Workshops are helpful in gaining insight into typical childhood development, but many skills are acquired in the classroom by observing what works best and is most effective with individual children. There are times when non-verbal communication speaks the loudest. I frequently use a gentle touch on the shoulder to convey the message to be still or quiet at a particular time. Repeated verbal messages are sometimes tuned out or reacted to in a negative way. Taking a child's hand while walking in the hallway may be all it takes to remind about walking correctly. I feel I am always exploring what works best for each child. When a student is having difficulty working at the desk, it may be necessary for an adult to sit alongside and give personal attention at that time. I have found giving the child some power in the decision of what to work on is a very effective way to gain cooperation.

I see teachers, aides, and assistants as an integral part of the process of educating this population of students. When adults are able to work well together, children can learn to work well together also. When we can keep communication open and work as a team we are able to give our best to a most difficult task.

ATTITUDES VS. PRACTICES REGARDING "STAY IN" AND "PULL OUT" DELIVERY MODELS IN SPEECH/LANGUAGE SERVICES

by

Linda Payne, Linda House, and Ramon Rocha

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The proponents of the Regular Education Initiative (REI), (M.C. Will, 1986; Wang, Reynolds, & Walberg, 1986) and the Teacher Education Division of the Council for Exceptional Children (1986), have argued that too many students classified as mildly handicapped (learning disabled, emotionally disturbed, and educable mentally retarded) are receiving too many services outside of the regular classroom, and that the intent of P.L. 94-142 was to include but not exclude mildly handicapped students in the least restrictive environment (LRE) which is generally assumed to be the regular classroom.

The delivery of services outside of the classroom has been commonly described as "pull out", i.e., the student is "pulled out" of the regular classroom to receive necessary support/ remedial services. This method of service delivery has been a common practice for speech related services despite research that has supported "stay in", i.e., in-the-classroom service delivery. Ainsworth (1964) described, as an improvement of services, the integration of the speech pathologist as a "participant" in the Education Model. The traditional use of the "pull out" approach to service delivery has been criticized for not fostering the close interdisciplinary contact that should be an integral part of the educational program for children with special needs (American Speech and Hearing Association Position Paper, 1964; R.M. Flower, 1984). Many speech/language pathologists and classroom teachers are attempting to provide in-class speech services. This teaming of classroom teachers and speech/ language pathologists has support. Stengelhofen stated that the speech/language pathologist "should be welcomed into the classroom" (1983, p. 35) for observation and to help expand the teachers' knowledge of speech and language development.

The REI philosophy of providing services in rather than out of the classroom supports the recent trend by speech/language pathologists to provide services in the classroom resulting in a much more naturalistic setting for the child's communicative attempts and one in which the classroom teacher can be a participant. This article will report on the results of two surveys which evaluated practices and attitudes of regular education teachers and speech/language pathologists on the use of "pull out" vs. "stay in" models of service delivery.

SURVEY SAMPLE

A survey was mailed to 50 randomly selected regular elementary classroom teachers and to 50 school based speech and language clinicians (SLC) located in Western New York. The respondents were told that the purpose of the survey was to assess their experiences and attitudes towards the "pull out" vs. "stay in" service delivery models for speech/language impaired students.

The content of the survey instrument asked questions related to: 1) demographics, 2) delivery service models presently being used, 3) attitudes toward "pull out" and "stay in" service delivery models, and 4) ramifications of service delivery models to students and professionals involved.

RESULTS

A total of 69% of the surveys mailed were returned. Of those sent to speech and language clinicians, 74% (n=37) were returned; 64% (n=32) of those sent to elementary education teachers were returned. Six of the surveys returned by the elementary education teachers were determined to be invalid and the results were not used in this study.

Among the findings reported, those with the most significance as determined by the researchers were:

-20 (77%) of the elementary classroom teachers have not taken one course related to the identification of and/or teaching of speech/language handicapped.

-37 (100%) of the speech/language clinicians reported not using the "stay in" class delivery service method as their primary means of service provision.

-20 (54%) of the speech/language clinicians reported writing IEP goals for students independent of classroom teachers.

-1 (2%) regular education teacher reported the mutual formulation of IEP goals with the speech/language clinician.

-8 (30%) of the regular education teachers reported they had no idea of what their students do with the speech/language clinician.

DISCUSSION

None of the speech/language respondents use the classroom as their primary method of service delivery. It can and should be argued that some children require a 1-1 therapy session that is best provided outside of the regular classroom. However, REI proponents believe that too many students receive service outside of the regular classroom which would appear to be supported by the responses of the speech/language clinicians which indicated that the regular classroom is not the primary setting where speech/ language services are provided.

Speech/language services require reinforcement in the classroom setting. The fact that 77% of the elementary classroom teachers had not taken one course related to the identification of and/or teaching of speech/language handicapped students suggests a need for the speech/language clinician to serve as a consultant to classroom teachers.

This consultant's role is important for speech/language clinicians to assume if classroom teachers are to receive necessary inservice training and students are to receive necessary

reinforcement of services provided by speech/language clinicians. Given the limited training received by regular education teachers related to identification and teaching of speech/language impaired children, it is better understood why the majority (54%) of the speech/language clinicians reported writing IEP goals for students independent of classroom teachers. Proponents of REI could well argue that if children received speech/language services in the regular classroom, the teachers would have a better understanding of what speech/language clinicians do and ways that they (teachers) could help to reinforce services received. This would certainly help to reverse the situation where 30% of the regular education teachers reported that they had no idea of what their students do with the speech/language clinician.

The REI supported "stay in" approach offers the following advantages:

-the classroom is a more naturalistic learning environment compared to a "closet area",

-being in the classroom allows the speech/language clinician the opportunity to observe the instructional/academic environment,

-it minimizes perceived differences for those children who have to leave the room for services,

-it minimizes the loss of instructional time, i.e., the child doesn't have to leave the classroom,

-it provides opportunities for communication and sharing of information related to student needs with the classroom teacher as a team member.

The REI movement is not free of problems. For speech/language services to be offered in the classroom the following must be recognized and addressed:

-the "stay in" method of service delivery is dependent on cooperation and communication between the clinician and teacher,

-clinicians will require training to serve in a consultant role vs. that of a therapist,

-scheduling will continue to be a problem,

-college and university training programs for regular education teachers must prepare them to teach students with special needs effectively and to work with ancillary support personnel effectively as well.

In our haste to support the REI movement, it should not be assumed that all children will benefit from "in class" services. The speech/language clinicians of this survey felt that some students have some unique problems and needs for which an individualized "pull out" decision is most beneficial. However, the emphasis is that this decision be based on an individualized, rather than a wholesale, basis which has been the prevailing practice.

CONCLUSIONS

Present practices and attitudes regarding the "pull out" and "stay in" method of speech/language service delivery have been examined. The results of the surveys indicated that regular classroom teachers have had little training in identifying and teaching children with special needs nor do they participate in IEP development to any real extent. Speech/language clinicians will have to assume a larger role in serving as consultants in order to provide needed inservice training to foster cooperation and communication. And, while not all speech impaired children would benefit from "in class" services, there is merit for supporting the REI movement for the majority of speech/language impaired children.

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AN APPROACH FOR MANAGING AND PREVENTING DISRUPTIONS IN THE CLASSROOM

by

Neal Schneider

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As educators of the emotionally disturbed, we have a much greater responsibility than simply to teach. Often, our energies are spent preventing disruptions and managing disruptive children. The educator of the emotionally disturbed must approach the classroom in a dual role: as a healer of children with damaged self-images and as an educator responsible for stimulating academic growth. In addition to these roles, the managing of disruptive children is complicated between the diverse roles of therapist, counselor, friend, et.al. When working with emotionally disturbed children, the difference between education and therapy largely becomes a semantic one (Fenichel, 1961). Fenichel describes teachers who foster self-discipline, emotional growth and more effective functioning as being therapeutic.

Educational programs and training are now realizing that effective classroom management is a prerequisite for academic progress. Dinkmeyer, McKay, and Dinkmeyer (1980) related that most effective discipline is preventive. In an attempt to respond to the emotionally disturbed child rationally, confidently, and effectively, we can benefit from the vision of "seeing the world through their fragile eyes." One of the very first lessons concerning working with this population of youngsters should be a cognitive as well as an emotional recognition of the extreme feelings of anger, confusion, and hurt that many of these children harbor.

Effective classroom management is the cornerstone of a safe and secure classroom environment. This writer's suggested approach for preventing and managing disruptions includes the inherent conditions necessary for building this foundation, and will relate to the vital areas of self-esteem and motivation to support this theme. A critical component of this approach is the resolving of problems before they become disruptive. This involves behavioral change as an educational process which teaches responsibility. Emphasizing behavior change while responding positively is central to the theme of working with these children.

Before viable learning and the healing of their poor self-images can take place, a safe and secure classroom environment is essential. The adequate control of a class is a prerequisite to achieving instructional objectives and to safeguarding the psychological and physical well-being of the children (Clarizio, 1971). When establishing control and helping emotionally disturbed children learn to behave appropriately, it is essential to be firm when setting and establishing limits. Johnston and Others (1984) related that the foundation of discipline rests upon firmness. Firmness establishes a framework that defines and sets the limits of a behavior. When these limits are firm, applied fairly and consistently, the children understand what is expected of them. The area of firmness contributes to the children's abilities to develop self-control.

Lack of self-control is one of the major weaknesses inherent in the emotionally disturbed child. They will incessantly attempt to tease their peers and have few misgivings about interrupting their teachers. Our ability to respond firmly offers them the internal controls they lack. Naturally, how we respond to disruptive behavior can prevent further problems. As attempts of disruptive behavior are consistently and firmly managed, the children develop the inner controls they lack. Although this is a timely process and the development of inner controls is difficult, a firm style can contribute significantly to the children's cooperation. When Eric leaves his seat for the third time in five minutes, we can respond, "You really have to try harder to stay in your seat, all right, Eric?" By asking, "all right" at the end of our response, we're asking Eric for the control he doesn't have. However, a firm "You really need to stay in your seat" informs Eric of his immediate physical limits. The firm style does not qualify a response with an "all right" or an "O.K." It provides a clear understanding of what is expected of them, and can often be established in a kind and gentle manner.

The reduction of classroom tension during the school day can be a significant contributor to managing effectively the special education classroom. As Jones and Jones (1981) described, the goal is not limited to simply reducing and managing disruptive behavior, but to developing exciting, encouraging and positive learning environments. By creating an environment that more effectively meets their needs, we enhance the potential of their successes. As the children experience greater success in school, the motives and likelihood of disruptions are reduced. Through the expectation that students exhibit appropriate behavior with a maximum opportunity for success, it is an educator's responsibility to establish a calm, disciplined and productive learning environment.

A child's success in school is strongly affected by his/her self-concept. Foster (1988) related that raising a child's self-esteem comes with giving them a sense of accomplishment. When an individual feels good (i.e., high self-esteem or self-worth; confidence; positive frame of mind), the tasks they are presented with may become easier. In an enthusiastic classroom that encourages positive feelings, greater achievement may result from feeling good. It sounds simple, but 'feeling good' in the academic realm translates into a motivating belief for students that they can do it as we foster the development of a child's self-confidence.

Priest (1988), in discussing the importance of self-esteem in primary grade children, suggested that unless students experience success, hold high self-esteem, and have feelings of well-being

when in school, achievement is not likely. If we can teach the children simply to think better of themselves, their classroom behavior should improve. Priest (1988) further concluded that self-esteem is the crucial ingredient in a child's development. As research documents the value of building self-esteem in the classroom, there appears support for an emphasis on curricular activities which are likely to contribute to a child's self-awareness (including an awareness of his/her peers) and self-confidence. Daily activities from a few minutes to a half hour can be developed that focus on the positive qualities of self and others (Dinkmeyer, McKay, and Dinkmeyer, 1980). Discussions can focus on the importance of relating the good points (positive qualities) of each of the class members. Initially, it may be difficult for the children to share the physical qualities and personal characteristics that they like about themselves. However, when introducing the lesson, the teachers can help the children believe in themselves by pointing out two or three positive qualities or characteristics. In subsequent discussions/ lessons, the children will be able to appropriately model this appreciation of themselves and their peers. A focus on their talents, skills, and achievements will continually remind them of the qualities they like about themselves. As we maximize their opportunities for success and highlight their strengths, children will continually get a sense of their accomplishments. Promoting positive self-esteem is satisfying to all individuals and can greatly influence the social environment of a classroom. Children will less likely find reasons to act out in a classroom that highlights the children's successes, as well as emphasizes warmth, respect, and love. Hopefully, the children will no longer seek the negative attention to reinforce their poor self-concepts, but will thrive on improved self-images resulting from a sense of their accomplishments and positive qualities.

To strengthen the academic realm of the classroom, special educators must enhance the learning environment by employing effective instructional skills. One of the most positive elements in strengthening a learning environment begins with motivation. If children are interested and motivated to achieve, there is less likelihood of instances of disruptions. The poorly motivated student is one who engages in behaviors that s/he finds more rewarding than the ones in which the teacher wants the student to engage (Clarizio, 1971). Our efforts to redirect students must center around our ability to motivate them. These efforts are greatly assisted by thinking about the children's interests and incorporating them into our teaching styles and lesson plans. When doing arithmetic, the numbers of the various mathematical operations may have greater meaning to the children when applied to some of their favorite professional athletes. For example, the equation 33 - 29 can be presented: "If Magic Johnson scored 33 points and Michael Jordan 29, how many more points did Johnson score than Jordan?" This is a simple illustration, but it makes the education come alive and have meaning to some of the children.

Grossnickle and Thiel (1988) related that the unmotivated student is not only a source of frustration, but a loss of talent and potential. To alleviate the discouraging feelings the students have while further promoting a belief in themselves, sometimes a little encouragement is all it takes. In an attempt to focus on the children's work and effort, "giving children the motivating belief they can do it" can enhance their academic performance. Phrases like "do the best you can" and "you can do it" might give the children the little lift they need. With encouragement paving the way where self-motivation will occur, we are challenging our children to become excited about learning. This will hopefully establish a condition where an enthusiasm toward learning will motivate them toward successes while simultaneously reducing behavioral disruptions.

This writer's suggested approach for preventing and managing disruptions includes techniques of recognizing and resolving problems before they become disruptive. The discussion will highlight successful, consistent, and effective responses to discipline problems. Educators of the emotionally disturbed can benefit from a "don't be shocked" awareness relating to specific, intense incidents.

Oftentimes, the goal of the student's behavior is to elicit a reaction from his/her teacher. Statements like "I'm running away and never coming back to school" are often intended to arouse suspicion or to pressure us into a charged response. When our responses are relaxed and delivered with an air of 'shocklessness', potentially disruptive situations may readily be avoided. As Dinkmeyer, McKay, and Dinkmeyer (1980) stated, disturbed children often complain, make excuses, and display inadequacy simply to get out of what they have to do. The response that the above authors highlighted was for teachers to remain unimpressed by the anger.

Behavior management programs and effective discipline are educational processes that teach and emphasize responsibility. When we respond to a child's calling out with "you're being disruptive," we take away their responsibility for the behavior (Clarizio, 1971). The above response simply relates what the children already are aware of. However, I Messages (Jones & Jones, 1981) relate non-threatening, non-evaluative responses that describe the behavior. After a child calls out, an effective I Message would relate "when I hear calling out in the room, I feel disappointed because it distracts the other children who are trying to do their work or may have their hands raised." The example illustrates a response that described the behavior while stating the teacher's feelings as well as the consequences of the disruption. Priest (1988) related that children must be presented with opportunities that require making decisions and taking responsibility for their actions. In this way the children may learn that they have some control over their lives. In essence, I Messages allow children to make a right decision (when they've made a mistake), offer them an opportunity to look at the behavior's effects on their classmates, and hold the student responsible for his/her behavior.

Distracting elements in the classroom can often be minimized with non-verbal responses. These responses are effective and very popular because they do not interfere with the teaching process. By motioning with our hands, or giving an unapproving facial gesture, we discourage behaviors without disrupting the flow of the lesson. Instruction continues without serious attention to the child/behavior, and the non-verbal response will hopefully redirect the child's focus back to task.

The use of humor is a wonderful tool in responding to and resolving disruptive behavior. In a classroom for the emotionally disturbed, the children's response to humor can be overwhelmingly positive. In our classrooms, humor motivates, inspires, relaxes, and entertains. Responding with humor is an attitude that implies warmth and understanding while effectively reducing the potential of further disruptions. Rogers (1984) related that individuals with a well-developed sense of humor have a greater likelihood of coping successfully with adversity. Unfortunately, adversity may be a way of life for the children we work with. Humor will not create an 'adversity free' environment. However, by being humorous and teaching children

how to laugh, we can create enjoyable classrooms that greatly reduce the likelihood of disruptions.

Responses to disruptive behavior need to be stated positively. For example, if children are in transition from the gym back to the classroom, it is a perfect opportunity for them to begin touching things in the hallway. When we notice Johnny touching everything in sight, we may contribute to his behavior with 'negative directions.' "Johnny, we will walk in the hallways without touching the fountain, extinguishers, bulletin boards, etc." In effect, we might contribute to Johnny's unwanted behaviors in the hallways. If we state 'positive directions,' we relate "I expect us to walk in the hallways with our hands to ourselves." It is a positive direction with a clear expectation in this instance that can resolve the problem on line.

An area to avoid when managing disruptive behavior is the threats you can't keep. A response like "you're going to spend the rest of the week with the principal" is not only unrealistic, but also undermines our ability to manage the children. As we threaten to banish them to the office for a week, we minimize our authority (as well as our ability to manage them) quite simply because the children realize it's nonsense. Similarly, another area to avoid is involvement in power plays. The children love to see our responses to the worn out phrase "I'm not doing my work!" They sometimes feel there is something unfinished about their statement, thus..."and you can't make me!" When we respond "Oh, Yes You Are", we've lost. They engage us in this verbal confrontation and we are on the defensive. But if we relate "Fine. That's your choice" in response to this statement, we've taken them by surprise. We can remove the work from their desks and relate "Let me know when you're ready to do it." This form of response also allows students to make decisions within the limits that we define. If they choose to do the work now...great. If they choose to do the work later on detention or for homework, they will experience the consequence of their choice. We can't make the children do any work if they are resistant and unwilling. We can, however, dictate when and under what terms the work gets done. The offering of choices to children allows them to make decisions and take responsibility for their behavior. In the process, we are setting an effective limit by having the children decide between two permissible choices that we present to them.

In addition to responses to disruptive behavior, educators working with disturbed children should not ignore intervention strategies that involve the student. Clarizio (1971) related that teacher effectiveness would be enhanced by spending less energy attending to and/or trying to control disruptive behavior and by spending considerably more energy encouraging student involvement in examining their behavior and developing agreed upon methods for changing the behavior. In helping children to understand and control their behavior, we're willing to take the time to listen and talk with them about critical incidents. A child's awareness of his/her behavior must be awakened by employing strategies of counseling and instruction.

If we are to emphasize student involvement in behavior change, then the students themselves must come to understand how to handle effectively frustration and anger. Reassure them you understand their feelings when talking to and calming children who have lost control. Relate strategies that could have more appropriately dealt with their frustration and anger. By listening to and counseling the children, we need to teach them how to better cope with their intense emotions and resolve conflicts without the loss of their self-control. Let's teach them to be verbal and express their anger. Design situational conflicts (in lesson form) and have the children role-play the character's resolutions of the conflicts. By giving them an opportunity to relate effectively and appropriately to one another and to solve conflicts, we offer students the opportunity for behavioral change. As Brophy and Rohrkemper (1987) explained, the sooner they are able to take responsibility for their own actions, the better they will progress both in and out of school.

This approach for managing and preventing disruptions may serve as a guideline for educators to develop a framework conducive to their personality and philosophy of education. As educators recognize, address, and potentially prevent disruptive problems in the classroom, children sense the attitude with which they are being responded to. In an effort to respond continually to the best interests of the children, we must remain detached from their anger while not taking their verbal aggressions personally. The confidence to apply successful techniques in response to disruptive behavior offers children a sense of our warmth and sincerity. It is this honesty and respect for the children that is the foundation of the warmth and trust they need to grow socially and academically in our classrooms. To build this foundation, we must incorporate firmness, fairness, consistency, and high expectations into its structure.

To maximize our efforts in offering a positive learning environment, we must develop curricular activities that contribute daily to a child's self-awareness, teaching them to think better of themselves as we foster their self-confidence. This approach recognizes that opportunities for success must be maximized and that our efforts to instruct the children center around our ability to motivate them. Resolving problems before they become disruptive and reducing the potential for further disruptions will successfully contribute to our goal of offering the greatest social and academic environments to our children. It is through these efforts that learning may occur, and the potential for behavioral disruptions reduced. When our focus as educators is positive with a clear emphasis on a learning environment that motivates, maximizes the successes, and incorporates humor, warmth, and love into its structure, the foundation is laid for effective classroom management.

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CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past fourteen years. Her column, Current Issues In Special Education, will appear as a regular part of PERCEPTIONS.

CONSULTANT TEACHER SERVICES

In New York State the provision of Consultant Teacher Services has been added to the continuum of special education services that can be offered to a student identified as having a handicapping condition. This new service may be recommended by the school district's Committee on Special Education (CSE) as part of the Individual Education Program (IEP) for a student whose full-time placement is, or will be, in the regular education program. Its intent is to eliminate the need for the student to be "pulled out" of the regular class, and to maximize contact with nonhandicapped peers in fulfillment of the federally mandated least restrictive environment concept. Additionally, it should increase continuity of instruction.

This service may be provided to the student directly or indirectly. Direct consultant teacher service is specially designed instruction that can be given individually or in a group setting. It must be developed to meet each student's individual needs and help the student benefit from education in the regular class setting. Indirect consultant teacher service is consultation with the regular classroom teacher in order to assist that teacher in modifying the instruction and/or adjusting the learning environment to meet the needs of the student in the regular class. The service may also be a combination of the two: direct and indirect.

As part of the Phase I IEP development process, the Committee on Special Education makes the determination if consultant teacher services is an appropriate recommendation in order to meet the needs of the student. If so, it will identify the educational areas to be targeted, specify the amount of time per week the student will be serviced (a minimum of two hours per week is required), and provide long range goals to be achieved.

It is in the development of the Phase II IEP that the regular education teacher and the consultant special education teacher determine the objectives for each educational area identified, the instructional methods or techniques to be used, the evaluation criteria, scheduling details, whether the service will be direct or indirect, and if it will be in an individual or group format.

A positive side-effect of this service is that nonclassified students, who may be having learning difficulties and are in the same classroom, may feasibly participate and benefit from the instruction being provided. There is nothing stated that prohibits the consultant teacher from working with regular education students within the group, so long as the IEP of the special education student is being fulfilled.

The concept of consultant teacher services is seen as a collaborative effort that offers regular and special education staff the opportunity to work cooperatively and effectively to provide alternatives to meet the needs of the special education student in order to enable that student to stay in the mainstream full-time and benefit from regular education programs.

YOU ARE SPECIAL: AN OPEN LETTER TO STUDENTS

by

Dr. Joseph V. Burger

Joseph V. Burger, specialist in marriage, family, and child counseling, holds a serious commitment to special education.

I am writing these words to you because I care about you and your happiness. I have spent so very many hours listening to hundreds of young people who seek to be heard and understood -- to be loved and respected. Each one of these people has a destiny which can be shaped, a truth to be shared, a vision to be realized. They, like you, are searching for and creating meaning in their lives.

You are special. You are unique. You are worthy -- simply because you exist. You have a history and a future. You may choose your path in life, and you can bring honor to yourself. You are capable of greatness, of making a difference in this world.

Our history has been filled with stories of the mighty and renowned as well as those of little fame or power. Each an individual blessed with certain qualities of strength and talent, each encumbered by certain burdens, their lives have all reflected struggle. To the outer world, many appeared to have been given a better opportunity for success, and most indeed did suffer from emotional, physical, or financial hardships which made their direction in life difficult. Yet, given the will to survive and to succeed, millions upon millions of other individuals did indeed succeed in overcoming their handicaps or their limited beginnings.

TO BECOME A WINNER

How do people triumph over pain and adversity? How does one become a winner in this life? The answers are both simple and complex. The power is within you to become a winner rather than a loser. The tools are at your disposal. All you need to do is think about them, to seek out the human guides, to seize the opportunities, and to plan your course of action. The talents and gifts which have been endowed to you at birth may in a tragic moment be stolen from you. An accident may rob you of a physical ability or skill which has always come naturally to you. A financial disaster may seriously threaten your own or your family's economic security. Your tangible possessions may be destroyed in a natural disaster. And yet, if you choose to survive and to care about yourself, you have the power to overcome such obstacles. It is the inner resources -- faith in yourself, love of yourself, and respect for yourself which will give you the strength and courage to succeed.

ADULTS

It is difficult being a young person today. For many, it seems that the adults in their lives take precious little time to listen to and to understand the feelings and dreams of young people. If that is the case in your life, then you have several options. You can go through life feeling embittered and silently blaming your parents, teachers, or employers, not to mention your government leaders...or you can make your feelings known to them. Doing so honestly and assertively, without demeaning them, without being abusive, may give you the opportunity to express your concerns and desires. However, it should always be remembered that to be abusive to another person will not bring you the respect and understanding you seek from them. It may get you what you want from them at the moment, which is probably at the least to be recognized, but it will not help your relationship. Fighting back may in fact cause further destruction in the long run. Self-assertion is a skill which requires practice. It is the ability to express one's needs, feelings, and desires in an honest, non-abusive, direct fashion. Many adults do not easily accept the assertive behaviors of young people. Many adults themselves are abusive of people over whom they exert power (i.e., people of different ages, sexes, races, ethnic backgrounds, or economic brackets). Many refuse to listen to reason or to maintain an open discussion.

Should you find that the adults in your life will not listen to or speak with you, then find another responsible adult who will...another relative or friend, a teacher, or a counselor who is patient, understanding, and most of all objective. Remember, however, that when people are objective, they too may not necessarily agree with everything you say and do. This is an important point. If the adults in your life have not been willing to listen to your feelings or ideas, then those adults who <u>are</u> willing to listen to you should be given the opportunity to voice their opinions as well even though you may disagree.

COMMUNICATION

Objective and respectful communication with others is an essential ingredient to a sense of security in one's life. You can become a good communicator even if you have been unsure of yourself until now.

To begin with, tell yourself as I have already told you, that you are a worthy person...Believe it...I say this because your mere existence is a reason for you to be acknowledged and recognized. You are a special and unique individual. You have feelings and thoughts and experiences to share with others. Their feelings and thoughts and experiences are neither more important nor less important than yours. They may be different. Their experiences may be more varied; their thoughts may be more complex; but, objectively speaking, these as well as their feelings are neither more nor less significant than yours.

In a communication, there is a sender, and there is a receiver. The sender communicates a message by either using words, gestures, facial expressions, sounds, or media (such as art, music, dance, theater, or symbols). The receiver pays attention to these expressions, waits, thinks, evaluates, and responds. If you pay attention and simply follow this procedure, you will become a skilled communicator. Just pay attention...Be aware of the words, gestures, facial expressions, sounds, and symbols...Wait, think,

evaluate...and then if you wish, state what you feel about the other person's communication. Try to be brief and to the point. Try to be sensitive to the other person's feelings...Or if you wish, ask a question that begins with who...what...where...how...why...about the message you've received. If you practice taking turns, listening, and asking and sending messages, you will become a good, effective communicator. This is a skill. It is easy to learn and to practice. The more you do it and the more you review what has transpired following a communication with another person, the more secure you will feel in new situations with new acquaintances.

OPENNESS

While we are considering the value of effective communication, the helpfulness of hearing and sharing opinions, we might also consider that the term "openness", which is an often-used term today, does not mean allowing yourself to be open or vulnerable to attack or abuse. It simply means being honest about your own feelings...honest especially to yourself. It also means that you are willing to listen to the opinions, views, and feelings of others who wish to assist you. This allows you to compare various options in sorting out information. Without clear and constructive information, one may have difficulty in making decisions. Decision making, weighing choices, and resolving problems are daily activities. If you have difficulty in these activities, practicing them and keeping track of your progress each day by keeping a log or a journal of your experiences will be helpful. Many people have strengthened their observational skills by maintaining a written journal and by referring back to it from day to day. Writers, journalists, artists, scientists, and observers of human behavior and societal change have all learned to keep a written record of their daily experiences so that they may improve upon their personal and professional skills. However, you need not be an adult who works in any of these professions in order to practice your observation and recording skills. Every single "high" or "low", every achievement or accomplishment, each error in judgment or lost opportunity is a valuable experience. We grow only by learning from our experiences whether they be great or small. Reflecting upon these daily experiences -- thinking about them in order to learn from them is a constructive activity. However, dwelling upon either our accomplishments or our losses can be a destructive activity. Thinking about our achievements can help us feel strong, satisfied, and worthy. Dwelling upon our successes -- being boastful on a very frequent basis can in fact harm our relationships with others. It may turn others off. It may also cause us to become lazy, having fostered within us a false sense of security. On the other hand, dwelling upon our losses, our mistakes, and our failures can create within us a terrible sense of inadequacy. Many people become convinced that they are worthless and that their lives are meaningless because they have worked hard at developing a very negative self-image. They have decided to believe what others in their lives have programmed them to believe -- that they are not worthy of love and care and respect. And so, they have decided to do things over and over again which will continue to reinforce this self-image. They may continue to make errors in judgment. They may continue to act out or behave harshly. They may continue to avoid facing challenges. They may continue to avoid conversations with other people. They may continue to make excuses for all these negative behaviors. Most of all, they continue to avoid taking charge of their own lives.

If you are this kind of person, if you are unhappy and feel that you are inadequate, then you must -- and can -- begin to do those things which would be different from your usual patterns of behavior. You probably should speak with a caring but objective counselor or more experienced friend. You could begin to maintain a journal in order to keep track of your daily ups and downs and to review your feelings and decisions. You most certainly can feel better in a balanced, reasonable fashion without a false sense of security and without an unreasonable sense of inadequacy.

DEFENSIVE BEHAVIORS

All of these suggestions may appear to you to be obvious and simple-minded. You may be saying that famous phrase, "I know that, but it's easier said than done." After all, why do people continue to maintain bad habits? Why do people continue to feel overly insecure or falsely secure? Why do people remain terribly boastful or insensitive or shy or threatening? Well, to be sure, all of us have learned as children, and sometimes even as adults, to develop defensive behaviors which may protect us from being emotionally or physically harmed. Some of us have learned to avoid confrontations which, because we were relatively powerless as children, probably would cause us pain. We learned to withdraw -- to be shy -- to be timid -- to be seen and not heard. Once we learned to do this, we were indeed usually not harmed by those people whom we feared or whose love we sought to receive. They either ignored us and left us alone or they may have rewarded us by praising our being quiet, tame, and no bother. In either case, our learned defensive behaviors helped us to feel more comfortable in being "no bother" or being ignored. Eventually, our defensive behavior -- which was once our friend and ally -- became a habit and a way of life. It began to control us, to stifle us from taking risks, from trying out new experiences, from seeking to cultivate new friendships. It eventually became a controlling enemy. We were rewarded for awhile by our "good", unassertive, docile, or unquestioning behavior. We were not seen as a problem. How sad, for now, so many of us had learned to avoid challenges, risks, and opportunities for growth.

In much the same fashion, many of us developed an approach to avoid pain or harm by being aggressive. So many people assumed the philosophy that the best defense is a strong and swift offense, and they have lived their lives in fact being offensive. Rather than being honestly but respectfully assertive, they have become habitually aggressive and insensitive to other people's dignity. Many of these people have indeed accomplished a great deal. Many have become powerful and successful in their careers and have been able to get what they have set out to conquer. Unfortunately, so many have lost opportunities to preserve and maintain caring and loving, rewarding, and sincerely loyal relationships. Their relationships with others have usually been based on power, control, fear, intimidation, or bribery. Their defense -- again, learned, practiced, reinforced, and purposefully chosen -- that of being powerful and domineering in order not to ever be abused or hurt -- has resulted in a trade-off.

Self-preservation by always yielding to others costs you your self-esteem and your courage to take on challenges. Self-preservation by never yielding to others costs you the care, respect, and love of others. The great philosophers throughout history have stressed the value and importance of living by a code of ethics. They have emphasized the value of self-discipline, commitment to goals and ideals, and respect for one's heritage

and cultural traditions. The great thinkers of all time have reflected upon those elements of life which bring happiness and contentment to us. Primary to finding happiness is our ability to reach a balance in all of our experiences and endeavors. Thus, I would again like to point out that if we are to find happiness, contentment and fulfillment, the following list of items would be a useful though probably very incomplete set of principles to live by:

1. Self-discipline and a willingness to work for your goals.
2. A specific list of goals to reach for.
3. A specific and organized plan of attack to pursue your goals.
4. A respect for yourself and courteous behavior toward others.
5. An ability to assert yourself and to protect yourself from harm.
6. A healthy respect for proper and constructive use of time.
7. A willingness and a desire to seek out challenging new experiences.
8. An appreciation for knowledge and a desire to grow by learning about the arts, humanities, natural sciences, and social sciences.
9. A balanced way of life which includes both leisure and work.
10. An appreciation for the value of money, including earning, saving, budgeting, and spending in a balanced fashion.
11. Good and healthy shared communication with others.
12. A respect for privacy.
13. The courage to stand up for your ideals, even in the face of adversity.
14. The courage to risk physical and social discomfort for the sake of your ideals.
15. The ability to temper or control your urges, to be patient, to use reason in your endeavors.
16. Respect for the rights of others to be different, as long as they cause you no harm.
17. The ability to trust and to be trusted to maintain a confidence.
18. The willingness to care, to love, and to give of yourself within reason and not to your own detriment.
19. The ability to smile and to maintain a philosophical sense of humor.
20. A respect for your physical well-being through cleanliness, good grooming, avoidance of unhealthy chemical substances (drugs, alcohol, tobacco), and good safety precautions.

Let us now take a look at your feelings about these principles which I have just enumerated. Are there any questions which you have about any of them? Do any of these items give you a problem? Do they make you feel uncomfortable? Do they make sense to you? If so, why not discuss your feelings with someone you trust? May I also suggest that you begin to consider those people in your life whom you most admire or who have inspired you? Who are your heroes, your guides, and your idols? Which famous personalities in history or in your present life do you wish to emulate? What are those qualities of personality which they demonstrate which you would most wish to possess yourself? How do you think these people accomplished what they did? How did they develop these qualities which you admire? Were they merely fortunate? Was it purely a matter of luck? What do you think they believed about themselves or about their world?

These are questions which may help you to work out your goals and plans. Thinking about and talking about the people whom you most admire is a constructive activity. Whether they have been personal friends, relatives, or teachers; whether you have observed them from afar, listened to their words and seen their performances; whether you have read about them in books and magazines or learned of them through interviews presented on television or radio, the development of personal qualities for success through contemplation is always a positive process. I am not saying that you should not know yourself and be the unique person you are. I am merely suggesting that being aware of the people whose lives, words, creations, or actions have touched your life and shaped your world is an important factor as well.

LEARNING

Young people often question the value of studying past history, different cultures, or subjects which seem to be irrelevant to their immediate experience. How unfortunate that such a point of view exists in so many -- both young and old. It is a terribly limiting way of living one's life. It stifles all of the opportunities for rich and enlightening experiences which prevent boredom. Are you bored? If so, why? Do you say, "There's nothing to do"? When someone says to you, "What's new?", do you reply, "Nothing"? How could there possibly be nothing new and nothing to do? Winners always continue to seek out experience. Winners are not bored. They are involved and occupied and interested. In turn, they are viewed as interesting, knowledgeable, and fulfilled. The people around them share their zest for life. People who enjoy learning, who are physically fit and mentally active may actually live longer than those who are bored, dull, and boring. Certainly, their lives are more rewarding and meaningful. They enjoy more and complain less. Their minds are filled with bright and shining thoughts rather than with gloom and murky confusion.

Stop for a moment, and marvel at the dedication of the athletes on television -- the tennis, baseball, and football stars; the olympians -- gymnasts, swimmers, and runners; the golfers and bowlers and equestrians; the skiers, the sharpshooters, the weightlifters and martial artists and wrestlers and boxers...They have spent countless hours, thousands upon thousands of hours, perfecting their skills. Think of the concentration of the true musical artist, the time and effort expended in practicing his or her craft. Consider the sacrifice of the dedicated painter or sculptor, the figure skater, the accomplished dancer, the circus performer or the magician. Are they not all rewarded by their efforts? The answer is both yes and no. For, as we have said before, life is filled with trade-offs. Choices are made, priorities are established, and hopefully our efforts are rewarded with personal satisfaction as well as tangible returns.

Many people work all their lives to accumulate financial wealth. Many never enjoy or share this wealth with others. Still other people work diligently and never receive their just financial reward for the effort. Without a doubt, money is important. It feeds and clothes and shelters us. It offers us the opportunities to experience life more pleasurably -- to ease our burdens, to travel in comfort, to learn, to taste, and to both work and relax more effortlessly. Money is a powerful and valuable tool. If we earn it honestly and use it properly, saving it and distributing it fairly, our entire world-society could exist more comfortably. Someone cannot be a philanthropist, cannot assist worthy causes, offer charity, or help others in their moments of need without the financial resources to do so. Money is essential, and for the most part, money must be earned. This requires careful planning of goals, good listening and communication skills, respect for knowledge, honesty and integrity, practice and determination, the courage to change and to take carefully considered risks -- and the vision to see and seize opportunities when they present themselves.

It is my sincere hope than you expand your vision and find peace.

STUDY SKILLS AND THE LEARNING DISABLED STUDENT

by

Barbara Heilbronn

Barbara Heilbronn is a resource room teacher, Summit Park Elementary School, East Ramapo School District.

Research on study skills techniques notes that students of study skills methodology improved significantly in areas of academic achievement. Devine (1981) states that the use of study skills strategies will improve learning in math, science, literature note taking, report writing, memory, and test taking, as well as increasing motivation to achieve. Deshler, Lowery and Alex (1979) report in their nationwide survey on Programming Alternatives for Learning Disabled Adolescents that teachers of individuals with learning disabilities emphasized teaching students how to learn content area information, as well as how to improve organizational skills. Techniques need to be explored in an effort to evaluate successful approaches for increasing academic achievement in children with learning disabilities. Based upon the information presented, students with learning disabilities would benefit significantly from a structured and systematic learning approach in organizational skills. Many students with learning disabilities present problems in reading comprehension and recall of information. Kaluger and Kilson (1978) reported that 85% to 90% of students with learning disabilities experienced reading problems. Henk, Helfeldt, and Platt (1986) also stated that students with learning disabilities experienced reading as one of the most difficult academic skills to acquire.

An important student goal is the improvement of study skills. Students must have clear, concise criteria to follow. Demonstrated behaviors aid in the internalization of concepts (i.e., Glasser Reality Therapy). It is the intention of this work to present the accomplishments and achievements of a select group of students through the use of study skills and monitoring their study techniques.

METHOD: SUBJECT SELECTION

1. Five students with learning disabilities were selected from a sixth grade resource room population.
2. These students all functioned at least two years below level in reading.
3. The five students were mainstreamed in regular classes.
4. The five students received resource room instruction one period per day for reading and writing skills.
5. IEP goals included: outlining skills, time management (scheduling), and note taking.

INSTRUMENTS

Instruments used to determine deficiencies were the WISC-R and standardized reading tests such as the Stanford Diagnostique. Reading comprehension level of each of the five subjects: (1) RC-5, (2) RC-4.4, (3) RC-5.3, (4) RC-4.8, and (5) RC-5.1.

The test scores were indicative of classroom performance. Each of the five subjects displayed difficulty in academic performance in science and social studies.

MATERIALS

1. Student Daily Planner
2. Two separate looseleaf notebooks to hold outlining logs that students are taught to use.

PROCEDURE

Systematic techniques implemented to demonstrate success were:

1. Teachers and parents were informed of the techniques and asked for their input and participation. They were asked to review and sign a Daily Planner.
2. Students realized their work habits were monitored by teachers and parents. Teachers evaluated written assignments. Parents evaluated homework assignments and signed the Daily Planner. Should teachers have a concern regarding completion of assignments, the teacher reminded a parent that their signature appeared but that an assignment was not completed.
3. Students are taught to plan events that follow after school.
4. The after school schedule includes recreation time, homework, dinner, and study hour. Study hour consists of note taking from textbooks and overlining class notes.
5. The term used for re-writing class notes is transcription. By re-doing class notes, students have the time to process information discussed during class.
6. The following day, the resource room teacher reviews class notes and text notes.
7. Through monitoring, recommendations are made on outlining procedures that were demonstrated prior to student completing the outlining strategy.
8. Teaching outlining and note taking offers mainstream support in content subject areas such as social studies and science.
9. Comprehension skill development is addressed.
10. Students are taught to recognize facts and important details:
    a. recognizing the main idea,
    b. following a sequence of events,
    c. organizing ideas and relationships.

A study skills checklist may be implemented to focus specifically on the areas that need to be reinforced.

POST TREATMENT AND FOLLOW-UP ASSESSMENT

To determine the effectiveness of the study skills and their relationship to learning, student achievement on tests was monitored with the student. When monitoring was not done, student achievement levels decreased. It is evident that, for successful results, daily reinforcement of content subject areas is necessary.

RESULTS

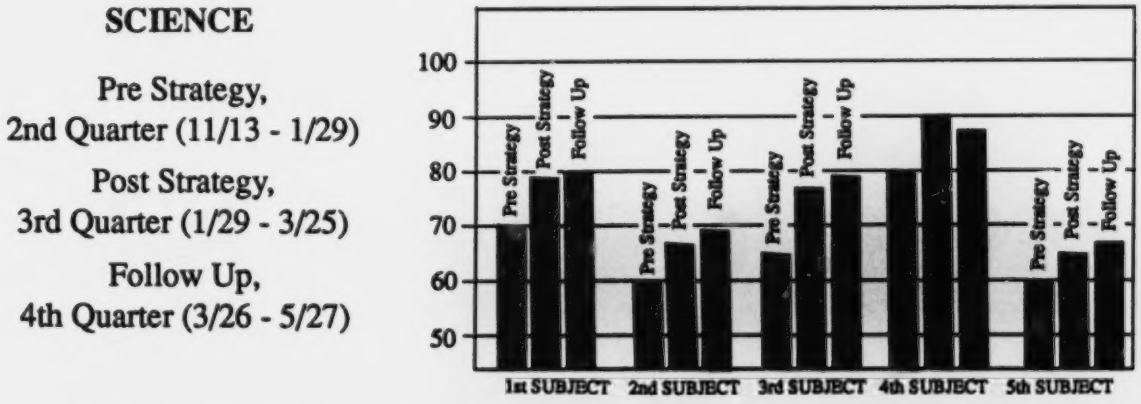
Students with learning disabilities are expected to perform academically in social studies and science to a level commensurate with students who are not deficient in reading. Given the opportunity to apply learning strategies and monitoring to daily assignments, the students made significant gains on class tests.

From observation data (Figure 1), these students compensated for their deficits through effective use of study skills. Individual test results demonstrate that the daily application and reinforcement of techniques previously discussed increase student performance.

DISCUSSION

In summary, students who received daily intervention in study skills for mainstream support in content area subjects (social studies and science), performed remarkably well. As part of the resource room procedure, intensive training in study skills should be undertaken to help learning disabled students to meet success in mainstream placements. Study skills strategies appear to enhance memory, recall, sequencing of ideas, and processing of information, as well as reading abilities.

Figure 1.



Fourth quarter demonstrates students maintaining grades. Subject 4 did show a decline in grades. When student did not apply study skills, grades went down on several tests, which lowered his overall grade average.

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UPCOMING CONFERENCES

Adolescents with Special Needs:
Role of Residential Services in the State Education System

Date: Friday, June 9, 1989 (8:30 am - 3:30 pm)

Program: Comprehensive seminars on current education and treatment methods for adolescents with special needs.

Conducted by: The Anderson School Fee: $50.00; group rates available

Guest Speakers: Larry K. Brendtro, Ph.D / Robert L. Guarino, Ph.D.

For more information, contact:: The Anderson School/Professional Conference Committee
Albany Post Road, Staatsburg-On-Hudson, New York 12580
(914) 889-4034

American Association on Mental Retardation
Conference and Awards

The American Association on Mental Retardation, Northeast Region, announces its 52nd annual Conference at the Ramada Renaissance du Parc Hotel in Montreal, Canada, October 15-17, 1989.

This bilingual Conference will attract several hundred participants from Quebec, the Atlantic Provinces, New York and the New England States. Among them will be professionals, researchers, parents, students, administrators, civil servants, recipients of services, ministers of all faiths, practitioners, and advocates.

It will be an important <<Free Trade>> (this is the theme...): an exchange of ideas, philosophies, policies, techniques, discoveries, and all kinds of information sharing. The format of the Conference will include workshops, debates, research presentations, demonstrations, films, etc.

It is not necessary to be a member of the Association to present at the Conference. Information and application forms can be obtained from: Daniel Holdrinet, C.A. Jean-Olivier Chenier
8000 West, Notre Dame Street, Ville St. Pierre, Quebec, Canada, H8R 1H2
Tel.: (514) 364-2280 or 766-9411

Association of New York State Educators
of the Emotionally Disturbed
April 5,6,7,8, 1990
Syracuse Marriott Hotel, Syracuse, New York

CEC/CCBD Topical Conference
On Behavioral Disorders
September 24-26, 1989
Charlotte, North Carolina

Council For Exceptional Children
68th Annual Convention
April 23-27, 1990
Toronto, Ontario

FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, PERCEPTIONS will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double-spaced. It should include:
purpose of the idea, or materials;
age group recommended for use;
description of how idea, activity, or materials are used;
and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From The Classroom" to:
Dr. Robert Michael
OMB 112 , SUNY
New Paltz, New York 12561

Responsibility Deserves Reward

To help children remember what is expected of them at home, responsibility boards serve as a constant reminder. On the board, list the responsibilities across the top and everybody's name down the left side. Put checks beside the person's name under the responsibility s/he will have for the week.

Along with the responsibility board, a reward board must be supplied so children can understand how well they accomplished their responsibilities, and the relationship between responsibility and attaining a goal. Although I used a check marking system that consisted of a check for doing a good job and no check for not doing a good job, one parent I worked with devised a different system. She put a happy face for doing a good job, a sad face for not doing a good job, and a circle with a neutral face for an in-between job.

Through this procedure, children, even teenagers, had an easier time accepting their responsibilities because they could see that everybody had responsibilities. The statements of, "Why do I have to do it?" and "So-and-so never does anything" are very rarely heard after this program is implemented. The reward board strengthens this process by giving reinforcement. Weekly, bi-weekly, and monthly materialistic rewards also help add support to the system. However, most of the time, even smiley faces are enough to make a child want to perform the tasks identified on the board.

Elphabet

Elphabet is a self-correcting activity aimed at helping children match smaller and upper case letters. However, after using it in parenting, many other enjoyable activities were developed by parents and children in the program.

The material is designed in the form of elephant puzzles. On each elephant piece is the upper case letter and on the matching base is the lower case letter. Also, on the back of each matching elephant piece and puzzle base are identical numerals, i.e., A=1 and a=1, while Z=26 and z=26.

The other games that evolved from this activity are counting from 1 to 26 and learning the alphabet with the elephants or the puzzle inserts. Children enjoy joining the elephants together to form a chain while sequencing the letters or numerals. This activity can also help foster the recognition of letters and numbers 1-26. By displaying the same numeral on both the lower and upper case pieces, it allowed the original activity to be self-correcting. Although the Elphabet was designed with only one intention in mind, by combining it with children's imagination, it has proved to be beneficial in teaching other areas as well.

Glowber Worm

The Glowber Worm is a self-correcting math activity aimed at helping children count from 1 to 10, identify the numerals 1 through 10, and be able to identify the correct number of visual objects from 1 to 10 (namely, dots). Children are attracted to Glowber Worm because it is in the form of a puzzle. They place the pieces, which will only fit together one way, in numerical sequence to make Glowber Worm complete.

Color Files

Color Files is a self-correcting activity aimed at helping children learn colors and gain color words for sight vocabulary. Students match the wing with a color word on it with one of the colored butterflies. Only the wing with the correct color word will fit the correct colored butterfly because of the matching puzzle arrangements. This can be used with an adult who can read the color words for the students who do not yet read, to help them learn their colors. This also will help color words become sight words for children. Or it can be used for the child who is learning color words, who can match the Color Files, and learn the spelling of the color words in doing so.

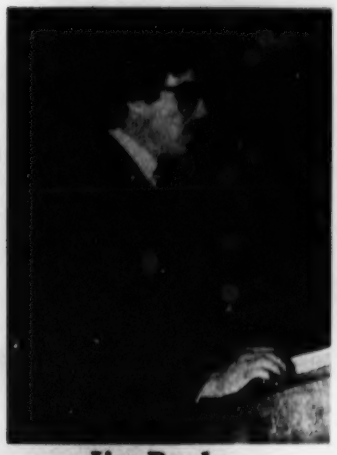
The above teaching ideas were submitted by:
Michaela D'Aquanni, a special education teacher in the Arlington, New York, school district. She is also President of the Mid-Hudson Chapter of ANYSEED.

Flashlight Letters

On a cloudy, rainy, or dark day, close the classroom curtains to darken the room. Have the children seated facing the chalkboard, which has the letters of the alphabet written on it in a scrambled or alphabetical order. Tell the group that you are going to have a game of "Flashlight Letters." Review some basic management rules, such as: one child talking at a time; the need to remain in the chair; and other rules utilized in the classroom that promote group learning activities. Review the rules of the game and then begin to play. The teacher shines the flashlight on a specific letter. Depending on the abilities of the children in the group, one of several variations may be used. The children may call out the name of the letter; the children may raise their hands and one child will be selected to state the name of the letter; the children may (as a group or individually) say the sound the letter makes; the children may state a word that begins with that particular letter, etc. For other children, the teacher may focus the flashlight on a series of letters, and the group tries to tell what word has been spelled out. If children are used to the game and have the ability to take turns, the flashlight could be given to different children to focus on letters from one another. Make sure to end the game while the children are still interested in it.

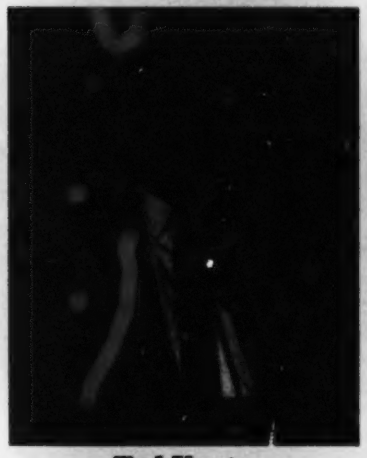
Submitted by:
Rik Flynn, special education teacher for Ulster County (New York) Board of Cooperative Educational Services, New Paltz, New York.

SCENES FROM THE CONFERENCE -



Jim Burke

Ed Kelley



Ted Kurtz

Group Session

Ralph Serignese, Bob Aiken

Marcia Saran

24th ANNUAL ANYSEED UTICA, NEW YORK

Melissa Cohen

Russ Dalia

James Fogarty

Sherri Leids

Stanley Fagen, Nicholas Long

Claudia Peterson

LETTERS TO THE EDITOR

Letters published in PERCEPTIONS do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication, due to space limitations and content appropriateness. The editors reserve to right to edit letters; all letters received will become the property of PERCEPTIONS.

Letters should be sent to: Dr. Robert J. Michael
EDITOR, PERCEPTIONS
Old Main Building 112
State University of New York
New Paltz, New York 12561

To the Editor:

An open letter to those exceptional teachers attending this year's twenty-fourth annual ANYSEED conference from a parent of an exceptional twenty year old junior at Pennsylvania State University:

Your time has come - your future is open - our children need every one of you (and more!). Our children are bright and have much to offer the future, but without teachers such as each of you, teachers who care, these contributions will never see daylight. We parents will try to support your ideas, innovations, and programs. Tell us how we can help! Together, we (a three-pronged force) can open those very important doors!

Sally Rundell Beecher

To the Editor:

The 24th Annual State Conference held April 7-8-9th in Utica, New York, from all reports was a huge success. The theme "Self-Esteem-Discipline-Is There Anything New Under The Sun?" was echoed by our three keynote speakers: Dr. Nicholas Long, Dr. Stanley Fagen, and Ted Kurtz. In their speeches they urged us all to become vital influences in our classrooms and schools, using positive reinforcement to instill self-esteem in our special population. Workshops dealing with these issues were held throughout the three day conference.

The Sheraton Inn and Conference Center could not have been more gracious. Marguerite Edwards and staff dealt with our group with care and consideration.

For the first time, computerized registration was used. This service was provided by the State University College at Buffalo - Center for Human Development Services and coordinated by Vivian LaFalce of the center. It facilitated the registration process.

Highlight of the convention was the presentation of awards. We extend heartiest congratulations to the winners, all of whom richly deserve them:

Steven Apter Award to James V. Fogarty - Director of Special Education - BOCES II - Suffolk County - Long Island Chapter;

Ted Kurtz Teacher Achievement Award to Marcia Saran - Special Educator - Buffalo Public School District - Western New York Chapter;

Everett Kelley Volunteerism Award to Melissa Cohen - Past ANYSEED State Secretary - Former Special Educator - Rochester Chapter

Past President's Award was presented to Walter Galvin (1987-88) by Sherry Leids, present ANYSEED State President.

To the Editor:

During Friday's luncheon, the conference participants were greeted by Louis LaPalla, Mayor of Utica, and Phil Endrens, representing the Oneida County Executive. We were also honored at Saturday's luncheon by Regent Emlyn J. Griffith of Rome; Richard Heath, Director of Mohawk Psychiatric Center; and Al Candido of Utica Teacher Center.

Saturday evening's festivities included a drawing, with money raised going toward the Conrad Hecht Memorial Fund. Thanks to the following donors: Tom Camp - Auburn, New York; Columbia House-CBS Records - New York City; F.X. Malt Brewery Co. - Utica, New York; Revere Copper and Brass - Utica, New York; Peg Kraus - Oneida County Convention and Visitors Bureau; Dorothy Quinn - Kimbo Educational.

Exhibitors were also present throughout the conference. They included: Edmark Corporation - Gorden Kidder; Audio-Visual Educational Materials - Lee Buerkle; Curriculum Associates, Inc. - Joyce Coats; Fearon Education - Carolyn Thomson; Discovery Toys - Joanne Huffsmith; Educational Materials Corporation - Fred Steitz; Good Sense - Tim Esposito; Kimbo Educational - Dorothy Quinn; and Lake Grove Experiences - Joan Calli.

I would like to thank all of you who in any way made this conference a success. In particular, very special thanks to Russ Dalia, Sherry Leids, and the Western New York Chapter, for their encouragement, friendship, support and, most of all, their love.

Thanks also to Steve Throne for his workshop. Steve is the Director of Education, Astor Learning Center - a National Exemplary School '87-88, Rhinebeck, New York.

Thanks again to each and every one: presenters, exhibitors, and participants - for a wonderful conference and weekend.

Dolores Calandra
Conference Chairperson

To the Editor:

In looking back over the years that I have been associated with ANYSEED, I cannot help but chuckle at its beginnings, but I also realize how this organization has helped me grow as a person and as a professional.

My first encounter with ANYSEED was at the Long Island Conference. I was teaching at a residential treatment facility in Jamestown, New York, when I was approached by my principal about attending the conference. Since I had never attended a conference before, I was quite excited at having the opportunity. Three other teachers and I drove down the night before the conference. While riding in the hotel elevator, my friends and I

joked about the acronym of ANYSEED and what in the world it could stand for. It just so happened that the two people riding in the elevator with us were on the executive board and took the business of ANYSEED very seriously. They were quick to set my friends and me straight about its meaning. I can assure you that I was slightly embarrassed and, to this day, I have never forgotten the meaning of ANYSEED.

During the two and a half days that followed, I attended every available workshop session and listened to all of the keynote addresses. I had the opportunity to meet with other teachers, people in administration, college professors, workshop presenters, and the keynote speakers. I came to realize that all of these people were there because they believed in kids and in doing what was best for them. I left the conference with a feeling of renewed commitment. I had found a group of people who shared my professional beliefs, a group with whom I knew I wanted to be associated.

After I had joined the organization, I continued to become more involved during the next few years. As each year passed, my commitment grew. I attended each conference and, with encouragement, I began to present workshops. While being a member and a presenter helped me to become more involved, I realized that I wanted to do more. ANYSEED had become a priority in my life. I believed in what the organization stood for. It was a support group; a place where teachers, administrators, and people in the upper echelon of education could take off their "hats" and work together to improve the academic and social-emotional education of each student. For the past two years, I have served as Treasurer on the Executive Board, a rewarding experience.

My membership in ANYSEED has had several benefits. I have used PERCEPTIONS as a resource in my teaching career. The wide variety of articles printed has enabled me to keep abreast of current views in both the academic and social-emotional arenas of education. The State Conference and the Chapter mini-conferences address key issues in all phases of educating the handicapped child. Through active participation, I have had the opportunity to work with a wide variety of people, all of whom are dedicated to improving the quality of education.

As any organization grows and becomes stronger, it needs membership willing to invest time and energy to help its cause. ANYSEED is an organization that can make a difference in the education of our students. I encourage those of you that are not members to join, and those of you that are nonactive members to make ANYSEED a priority in your life. You can make a difference.

Robin A. Mason

FROM THE STACKS
by Joseph Trippi, Ph.D.

Transition School To Work

Use the entire entrepreneurial skills and interests of your students to help prepare them for entering into the world of work. Kennebunk, Maine, High School has developed a program consisting of six "in-house businesses" (horticulture, computer usage, custom car care, videotape recording, food service, and clothing repair) which provide students opportunities to obtain job skills and to develop personal, social, and positive work attitudes. Occupational experiences also help to determine career decisions. Students may even earn money and credit while learning.

Reference:

Wagner, C. and Weiner, B. (Eds). (1982). *Secondary Special Education: A Guide to Promising School Programs*. Reston, VA: CEC (pp. 129-132).

Cooperative Teaching

Feel lonely...isolated...in need of adult stimulation during the day, try co-teaching. Not only does cooperative teaching facilitate collegial interactions, professional talk and action, it increases the likelihood that more students receive the individualized and specialized instruction they need. Three models for implementing cooperative teaching activities are described: 1) complimentary instruction, 2) team teaching, and 3) supportive learning activities. Potential barriers to cooperative teaching are discussed and suggested resolutions are offered.

In addition to the instructional advantages provided to students, a significant advantage of co-teaching is the enhanced professional interaction and stimulation provided for teachers.

Reference:

Baruvens, J., Hourcase, J., and Friend, M. (1989). Cooperative Teaching: A model for general and special education. *RASE*, 10(2), pp. 17-21.

Build Self-Esteem and Self-Concept

Using the movie, The Color Purple, the authors found that Women's Literature may be a vehicle for improving self-concept among adolescent females. Feelings of assertiveness, hopefulness, and determination to succeed may be enhanced, according to the authors. Literature for and about women can address specific needs of female adolescents.

Reference:

Miller, D. & Carrington, R. (1989). Teaching women's literature to adolescent female offenders. *Journal of Correctional Education*, 40, pp. 6-9.

Make Friends

According to the authors, "Children who have behavior disorders often receive little, if any, help in learning how to make friends." To help children understand friend relationships, two unique sample lessons are presented. The lessons incorporate "arrow language" which has been successful in presenting relations in mathematics education. The lessons have been demonstrated to bring about positive changes and increased understanding of friendship skills among students.

Reference:

Scott, M. and Saunders, K. (1989). On target for friendships. *Teaching Exceptional Children*, 21, pp. 54-57.

Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal For Practitioners

Volume 24, Number 3 Spring 1989

ANYSEED's
25th Annual Conference
April 5,6,7,8 1990
Syracuse Marriott Hotel

ANYSEED
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A Journal for Practitioners

Volume 24, Number 4 Summer 1989

BACK TO SCHOOL ISSUE ...

Perceptions

A Quarterly Publication of ANYSEED

A Journal For Practitioners

Summer 1989
Volume 24
Number 4

Executive Editor
Robert J. Michael, PhD

Associate Editor
Lynn Van Eseltine Sarda

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The advertisements and views expressed in PERCEPTIONS are not necessarily endorsed by the general membership or executive board of ANYSEED.

Statement of Purpose

PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

PERCEPTIONS is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in PERCEPTIONS. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

Dr. Robert J. Michael, Editor PERCEPTIONS
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1989-1990 Officers

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President Elect	Russ Dalia
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Editor, PERCEPTIONS	Robert J. Michael
Membership Coordinator	Jim Burke

EDITORIAL

As we begin another school year, the executive board of ANYSEED has been busy working for the members of the organization. Congratulations to Dolores Calandra, President, Russ Dalia, President Elect, Robert Aiken, Treasurer, Joy Fields, Secretary, and Jim Burke, Membership Coordinator. I am sure that these newly elected officers of ANYSEED will appreciate your support and encouragement during the year.

The editors of Perceptions have been spending a great deal of time establishing a journal that is responsive to your needs. Articles that describe teaching methods, materials for use in the classroom, and program for individuals with emotional disturbance are needed. You are encouraged to write for your publication: Perceptions - a practitioner's journal.

A new component of the advisory boards has been established. The editors of Perceptions and the ANYSEED executive board are pleased to have initiated a Practitioners Advisory Board. The purpose of this is to encourage involvement of educators through the submission of articles and successful instructional strategies in the journal.

Back to School is this issue's theme. The reader is presented with a variety of different articles and ideas. We begin this issue with an important message from our organization's president, Dolores Calandra. Our first article by Barbara St. Onge presents a model developed for transitional school-to-work programs for secondary students. Steve Throne describes a special education facility that was recognized as a national exemplary elementary school. Marcia Saran, recipient of the Ted Kurtz Excellence in Teaching award, gives the reader a different perspective on educating handicapped students. It is, indeed, a mother's story that you must read. Karen Ungerer discusses writing skills for the mildly handicapped student, while Connie and Ralph Flood present a journal that is representative of many families' experiences and struggles.

Under the guidance of associate editor Lynn Van Eseltine Sarda, practical teaching ideas from educators in the Mohawk Valley of New York are presented in "From the Classroom." Dr. Joseph Trippi keeps us knowledgeable about recent literature in "From the Stacks," while Myrna Calabrese gives us an update on current issues in special education. "From the Chapters" keeps us informed as to what each chapter is doing - mini-conferences, meetings, recruitment strategies, etc. As the school year begins, the editors of Perceptions hope that this issue - Back to School - assists you in returning to your classroom with new ideas and fresh insights!

Robert J. Michael
Executive Editor

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A MESSAGE FROM ANYSEED PRESIDENT

As I begin my presidency, it is with great admiration for those that have preceded me in this capacity. They have brought the association to the status it maintains today.

One goal of my presidency is to increase membership. ANYSEED is a caring organization and I hope you will encourage your fellow colleagues to join us and become a part of this great group. We are in the process of establishing new chapters in the Vermont and Potsdam areas. Hopefully they will become active chapters and extend our membership to all parts of New York State and areas around.

This year's conference will be our 25th and, with your help, will be a fitting tribute to the past twenty-five years.

I would like to thank Sherry Leids, our past president, who did an excellent job as president, and Robin Mason, our retiring treasurer (who recently had a baby girl), for the terrific job done for the past two years as treasurer. Congratulations on jobs well done!

If anyone has any problems or concerns, please do not hesitate to call me (collect if you wish) at any time. I am here to serve you. My telephone numbers are: School - (716) 883-5865 or 66; Home - (716) 662-5713. With your help, it will be a very successful year!

Dolores DiVito Calandra
State President

A D V E R T I S E

Advertisements

Advertisements in the quarterly journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
2-1/4 x 3-1/2" boxed classified	$25	$50	$80

For additional information, please contact:

Jim Burke
Wood Road School
Wood Road
Centereach, NY 11720

A D V E R T I S E

MEMBERSHIP

It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of PERCEPTIONS
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
4. reduced rates at local chapter conferences and workshops
5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

Jim Burke
Wood Road School
Wood Road
Centereach, NY 11720

TRANSITIONAL SCHOOL-TO-WORK PROGRAMS FOR THE HANDICAPPED SECONDARY STUDENT: A MODEL

by

Barbara St. Onge

Barbara St. Onge is a special education teacher at the secondary level in the Arlington Central School District, Poughkeepsie, New York.

Upon close examination of the transition needs of handicapped students and the legislation passed to support these needs, many resultant models have evolved to resolve this national priority. Wehman (1986) presents a three-stage vocational transition model which includes "(a) school instruction (b) planning for the transition process, and (c) placement into meaningful employment. With the increased federal emphasis on transition, it is essential that service providers and agencies do not exclusively focus on the transition process while ignoring the quality of the foundation services offered by public schools and the range of vocational alternatives offered by community agencies. Previous efforts at interagency agreements which purported to ameliorate transition problems actually resulted, in all too many cases, in movement of a student from one inadequate school program to another inadequate adult program."(p. 28-29). The model has as its base a functional, as opposed to developmental, curriculum in an integrated secondary school environment with a community-based instructional model of school services. As the actual transition process occurs, consumer input in the form of parent and student involvement as well as interagency cooperation is mandatory. This results in the development of the individualized program plan which will yield goals and objectives in obtaining successful vocational outcomes; that is, employment in a competitive setting, a work crew/enclave system or specialized sheltered work arrangements.

Brolin (1986) purports a model based on similar premises. He refers to his approach as the "Life-Centered Career Education (LCCE) Model for the Transition from School to Work." Unlike the OSERS concept, Brolin's view of transition begins in the elementary years and continues indefinitely into post-secondary adult services as needed. It is seen as a total-person approach stressing not only the importance of employment but also a person's living and recreational environment which includes the social/interpersonal network of family and friends. The model is coordinated by special educators until age 21 and thereafter by vocational rehabilitational counselors, both of whom Brolin terms Transitional Resource Coordinator, and includes 22 major competencies which fall into three major instructional components: (a) basic academic skills; (b) life-centered career education skills which include daily living, personal-social, and occupational skills, and (c) four stages of career development: awareness, exploration, preparation, and placement which includes follow-up and continuing education. It is at this final step that the vocational rehabilitational counselor takes over as the primary coordinator. Brolin stresses the need for an agency, be it school or other service agency, to be responsible if transitional services are to succeed and that a cooperative spirit among school, parent and community is necessary. He states that the key to program change is school and community personnel working together to plan, implement, and evaluate the new program. Handicapped citizens and their parents should be involved also with the special educator providing support and guidance. This team should work to agree on basic goals and objectives of the transitional program and develop written guidelines and cooperative agreements with agencies.

Hardman and McDonnell (1987) describe a transition planning process for youth with severe handicaps which is currently being implemented in Utah. It was developed as an integral component of the Utah Community-Based Transition Project (UCBT) and is designed to facilitate the coordination and expansion of services within the community for each student. In order to achieve intended outcome, students with severe handicaps must be assisted in developing skills which are necessary to function competently in the community. They must apply these learned skills in actual performance environments and finally have ongoing support once the transfer from school to work has occurred to ensure that community involvement is maintained. Thus, UCBT implemented the following model components:

a) on a local level, the transition planning is coordinated;
b) a formalized transition plan is developed for each student;
c) parent education is part of the curriculum.

The authors state that it is the responsibility of the school to take the lead in coordinating the whole planning process. Their criteria for the program include planned interactions with nonhandicapped peers, instruction which is directly related to activities in the community or workplace, a curriculum which stresses vocational training, personal management, recreational activities and parent involvement.

Adult agencies also play a major role in the transitioning process. The formal transition plan includes the assessment of individual needs, goals for students and parents, activities to meet the goals with timeliness, persons responsible and evaluation procedures.

Finally, parents are involved because decisions they make are difficult and should come from a knowledge base of understanding the purpose and role of adult agencies as well as the school program. "The most effective strategies for disseminating information to parents is through a transition planning guide and ongoing training during the high school years ... Ongoing training sessions should be scheduled for parents in order to ensure that they are fully informed regarding their son's or daughter's transition from school to community" (Hardman & McDonnell, 1987, p. 496).

In yet another model, developed with the focus being the developmentally disabled, Cohen (1984) reports on the Stepping Stones Growth Center and its approach to preparing its students

for the transition into competitive employment with functional training and education relevant to an individual's daily activities, with a plan for the future. The model is based on three classes or steps - Ready, Set, Go. The Ready class focuses on the development of functional skills which will be built upon including such things as number skills (telephone, address), money recognition, self care and grooming, and fine and gross motor skills, as well as participating in vocational activities of the older Set and Go classes who act as realistic role models.

The Set Class is encouraged to develop more mature self-concepts as they relate to their emotional and physical growth as well as their abilities and potential. Earning, management and spending of money are stressed. It is a motivational setting with the purpose of getting students excited about entering the world of work.

In the Go class, the emphasis is on job readiness with planning for future job placement. The curriculum centers around vocational training and independent living skills both in the school setting and through outside contacts. At this stage, the element of risk-taking is taught to both student and parents, essential for improving the quality of life and facing the fears that accompany any student leaving home/school.

In still another transition model, entitled VECTOR (Vocational Education, Community Transition, Occupational Relations), the three essential components of transition are embodied in its name. The model was put into effect in 1984 with a 3-year tenure as a federally-funded model demonstration project and dealt with mildly to severely handicapped students aged 18 to 21. They serviced 72 students, 44 of whom moved on to postgraduate activity. The project stressed classroom activities which were geared to employability skills, functioning independently in the community, vocational training, and community-based employment. Over the 3-year time span, the job pool within the community expanded and student participation increased. One factor which was deemed lacking was in the area of parental involvement (Lindskoog, 1987).

Finally, in an article by Rosati, Sarrett and Staniszewski (in press), outstanding transitional programs are cited by the PEER (Programs that are Exemplary in Education and Rehabilitation) Regional Network with some exemplary strengths noted. ARC/NJ's Project H.I.R.E. (Handicapped Individuals Requiring Employment) uses a system of job coaches. Once a student is placed, the coach's first task is to train the student in traveling independently. Then he works with the client until he/she has learned to do the job tasks required and finally, as the client works independently, follow-up and support are provided.

In another program cited, Job Development Program for Deaf Adults, Mill Neck, New York, instruction in sign language and work-related signs for companies who hire clients is offered. Project ENABLE, Syracuse, New York, is commended for their social skill training and travel training with follow-up services continuing indefinitely. Project S.E.E.D. in Pennsville, New Jersey, has seen the dropout rate decrease by 30% with substantial increase in math, reading and spelling achievement scores due to the use of curriculum which is relevant to daily living and working activities. Project ALIVE of the Woodbridge Township School District of New Jersey addresses the needs of the emotionally disturbed. It has been effective in showing a marked decrease of the dropout rate, lawbreaking behaviors and suspensions, while school attendance, mainstreaming and employment has increased. Their approach utilizes a student-run manufacturing corporation, in-school suspension, counseling, parent support groups as well as a unique curriculum which facilitates the learning of the basic academic skills.

MODEL

As a result of the historical perspective, the research, the review of the abundant literature, the federal and state mandates and the keen interest of the author, the following model was developed as a comprehensive design for the transitional school-to-work process (Figure 1). As noted, the student is the center or focus around which all the components are contingent. The student is surrounded by the ITP, a plan developed by the multidisciplinary team composed of professionals in the LEA, referral agencies, vocational/rehabilitational counselors as well as the student and his/her parents. The program will span a time frame of at least 5 years, or until age 21, at which time the student will be completing his/her high school years. The goals are for successful living and working as independently as possible for each student, with each reaching his/her greatest potential in all areas of social, developmental, economic and personal growth and satisfaction. The components are based on the findings of the experts in the field of transition which are critical to the development of a successful transitional program and effective in producing successful results for the handicapped student.

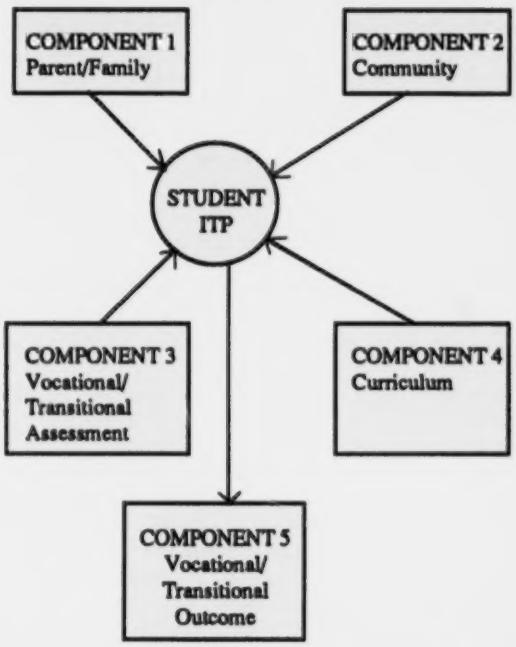

Figure 1. School-to-Work Transition Model

The five components of the model and a description of each part follow.

Component 1 - Parent/Family. This component is comprised of the student and his/her parents and siblings who are involved in providing a social history, input regarding the ITP, follow-up of personal/home/school goals, support of educational programs and recognized as the best teachers of social and daily living skills. Included in Component 1 is a Transition Planning Guide for students and families modeled after one developed by

Allen (1988). A major focus of this component is to include, as part of the school transition process, continued contact by school personnel with the parents, along with a parent support group made up of all parents whose children are involved in the high school program and school personnel. Regular quarterly meetings would be held to keep all informed, to share experiences, to introduce and maintain contact with outside agencies and employers.

Component 2 - Community. This component is composed of community resources regarding jobs and possible job placement, school roles in promoting positive community involvement, leisure and recreational opportunities. This component is important in that it allows for the generalization of learned material to be carried over into real life, actual experiences, reinforcing in the natural setting skills, work behavior, integrated community-based experiences. Vocational and/or rehabilitational agency personnel and employers would be part and parcel of the school curriculum either as participants in the classroom enclave or, as job placement occurs, in the actual work enclave.

Component 3 - Vocational Assessment. This is a continuing process, collaborating the services of outside agencies and the school community, to determine a student's abilities, interests, aptitudes and attitudes through the use of some standardized tests, inventories, surveys, checklists, interviews, job analysis, and on-the-job observation. It is student-centered and work-related. It is less of an academic (math, language, reading) assessment; more of a practical application of these skills as they relate to daily living skills and needs and functional aptitudes.

Component 4 - Curriculum. This is a functional, practical, relevant, integrated, longitudinal program which is community-referenced and includes the skill development and needs of the student as he/she relates to the school, community, job, agency. Curriculum centers on social/interpersonal skills, personal hygiene, on-the-job skills, self-help, generalization ability, work behavior, independence and affective competencies.

Component 5 - Vocational Outcome. This is actually a finale to the model as it provides a follow-up service for the special education student for 2 years post-secondary work. This feature allows for continuity of services, coordinates school (ITP) plans and agency delivery of services, and acts as an assessment tool for determining the effectiveness of a transition program as it involves school curriculum, teacher effectiveness, goal-setting, student expectations and competencies, and other professional input.

In devising this model, this researcher incorporated the features others have presented and/or studied which have proven to be critical and effective. It was of great concern to keep the input and out put of the model in practical, achievable terms, always keeping in mind the needs and wants of the individual student and his/her family. As Moon and Beale(1984) point out, the role of the parents is crucial to the success of the entire transitional process and their involvement from the beginning is necessary. They must take part in the formation of the IEP and the ITP, and they must be educated and kept informed of outside agencies and the support services provided.

The importance of collaboration between agencies and the schools or workplaces is another area which has at times been overlooked, but which is vital to the success of transition. Peters, Templeman and Brostrom (1987) state, and this author agrees, that the need for inter-agency cooperation is critical when one examines the complex training needs presented by handicapped individuals. They take the position that the schools must go beyond the individual teacher, or even the school district, to look unilaterally at needed skills in future settings and to involve community-based service providers and support personnel in longitudinal planning and program development. This also ties into curriculum development and vocational assessment, for in order for the teacher to develop truly meaningful and functional objectives for these students, there must exist a system in which the schools bring together educational, social and rehabilitation service agencies whose efforts will lead to post-school transition to community services for the student.

Curricula must be practical, functional, in tune to what needs to be known, generalized in order for the handicapped student to make strides towards independence and gainful employment. Along with skills taught in a work/study or on-the-job experience, the classroom teacher can focus on social skill development, worker behaviors, personal hygiene instruction and practice, daily living skills such as cooking, clean-up, laundry, health and dietary habits, money management, telephone use, public transportation, marriage and child-rearing, getting along with others, recreational and leisure-time experiences. Classroom curricula must be hands-on, realistic and transferred to natural settings when possible. Role play, guest speakers, field trips, group discussions can all lead to increased experiential development and added knowledge. However, the trend in regular education is toward more rigorous academic courses and achievement. This trend to require higher academic standards to earn a high school diploma forces many special educators to spend even more energy on getting mildly handicapped students through the required academic courses and less time on career and vocational experiences. One must question the wisdom or sanity of this approach, for the individual is being overlooked. Eugene Edgar (1987) takes a strong stand regarding secondary programs for special education students, a stand with which this author agrees: "The only solution is a radical (no namby-pamby modification or cosmetic addition to existing programs) shift in focus of secondary curriculum away from academics to functional, vocational, independent living tasks" (Edgar, 1987, p. 560).

As Vogelsberg (1986) points out, the role of the special education teacher has also changed to include that of coordinator/investigator of services for the handicapped secondary student. This role must be more carefully defined so that the teacher is not overlooked and drawn in many different directions with no real time to do the job of education. Knowlton & Clark (1987) state, in relation to the challenges high schools face, the role of personnel preparation programs for high school special needs teachers is critical for such specialization as transition specialist or job developer, for example, requiring different role preparation on the part of training programs. The emphasis on inter-agency involvement in transition and the changing nature of the high school program require training programs on the university level to act accordingly. Consultant teachers or transitional specialists may be what is needed to assist the special educator who is in the classroom to put into effect the requirements of the ITP and coordinate the transitional programs with other agencies, employers, etc.

School/community relationships are the vital factor in Component 2. The more the community is aware of and involved in the transitional program, the more empathy and social conscience will be displayed by members of the community, resulting in cooperation and exploration of jobs and job placement

by business. Weisgerber, Dahl & Appleby (1981) suggest that decision-making by school personnel will likely improve and be made more relevant when they consider the perspectives and values of those in the community who are receiving and utilizing the skills of the graduates of the school's program. "Simply put, any contacts that result in greater community awareness of the vocational program and its inclusion of the handicapped are apt to benefit the operation at some point. For example, donated equipment, guest career discussants, and consulting help are just some of the close ties to the community that can be productive for the school" (Weisgerber, Dahl & Appleby, 1981, p. 98).

Thus, the model evolves as student-centered, surrounded by the collaborative work of parents and school personnel, developing the ITP with input and services from the community and/or other agencies. The role of the special education teacher is to coordinate the process so that the ITP is reflective of and meets the needs of the student. Each of the first 4 components comes into play as the transitional school-to-work process continues with the importance of each adding to the totality of the outcome which is the student's success and the fifth component, vocational outcome. This last component is often neglected and most needed to assess the success of present programs and to improve future plans for the handicapped secondary student. It is also another span in the bridge to assist, through positive support and feedback, the handicapped person's adjustment to the continued working world. It eases the severing of ties once high school is over and can assess student/parent satisfaction, employment status, as well as employer input and satisfaction. As Benz and Halpern (1987) point out, it can be an excellent tool to further study the transitional process and use data gathered to effect program changes and improvement.

Peters, Templeman and Brostrom (1987) reveal in their study that the follow-up component in their project in Oregon has proven to be effective in prompting local transition teams to keep pace with planned implementation activities. The knowledge that teaching staff would be making an onsite visit to assist in transition activities has been an effective stimulus to ensure implementation.

The focus of special education on the secondary level has dramatically changed since the OSERS mandate, moving from segregated to integrated settings, from isolated to community-based services and opportunities, from the non-paying or sheltered workshop arena to gainful employment in the public sector, from institutionalization to independent living, from academic classroom learning to functional, relevant daily living skill development and vocational/rehabilitational outcomes. In an interview, Brown (1987) states that the very nature of secondary education is changing for the better. Previously, professionals were spending the adolescent years trying to take disabled students through normal infant development stages and phases which resulted in adult people acting like children. Now, the trend is to look at the requirements of adulthood and devote the last ten years of education to teaching students to behave as adults and function as effectively as possible in integrated environments and activities. Halpern (1987) finds that the field of transition is broadening its goals to include residential, social and leisure dimensions, in addition to the vocational dimension, all of which are important in client satisfaction with life and suggests that the OSERS policy also be broadened to accommodate the nonvocational dimensions as valued ends in themselves (Brown, Halpern, Hasazi & Wehman, 1987).

Students with disabilities need to be prepared for the transition from school to work. This preparation must begin in elementary school and become truly focused in the 8th grade and continue through the high school transitional program, with increased time spent on vocational training and community-based services. A two-year follow-up period would enhance the success of the overall transition process. The secondary special education teacher should act as the coordinator of these services, working from the ITP to ensure that the student's goals and needs are met via the cooperation of the student, his/her parents, school personnel, outside agencies, and community resources - in effect, a multidisciplinary team. This team approach can result in a successful school-to-work transition program, with its success measured in students able to participate in the life and work of their communities.

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COMPONENTS AND PERSPECTIVES OF AN EXEMPLARY SPECIAL EDUCATION ELEMENTARY SCHOOL

by

Steve Throne

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During the 1986-87 school year, the Astor Learning Center in Rhinebeck, NY, was recognized as a New York State exemplary elementary school. It was the only special education school of 21 schools recognized. In 1987-88, it was recognized as a national exemplary elementary school, only one of three special education schools in the country to be recognized, of which two were residential schools.

The Astor Learning Center (ALC) provides the educational component for 75 severely emotionally disturbed children aged five through thirteen. There are 21 girls and 54 boys. Currently, there are two children who are day students and are bussed by the home school districts. Most of the children have low average to average intelligence. There are currently four children whose IQs fall below seventy. Of the seventy-five children, twenty are housed in an RTF (Residential Treatment Facility), which is funded by the Office of Mental Hygiene. These children are the most severely disturbed, usually arriving directly from a Children's Psychiatric Hospital. Of the remaining 55 children, fourteen are contracted for by local school districts throughout the state (these are CSE placements) and 41 are placed by Departments of Social Service. Most of the DSS children, as well as the RTF children, have been removed from their families/ guardians due to sexual abuse or severe physical abuse. Roughly 45% of the children living at the Astor Home for Children have been sexually abused. Most of this abuse has occurred in the home or under the supervision of a trusted guardian. Approximately 25% of the children are freed for adoption.

The Astor Leaning Center contains ten self-contained classrooms, housing 6-8 children per class. There are four "special area" subjects, which include home economics, art, gym and reading/computer lab. Each classroom and special area has a certified special education teacher and a certified teacher assistant. All teacher assistants have at least two years of college. Currently, 7 of the 10 classroom teachers have Masters degrees in special education. There is one senior teacher, two school psychologists, one community-school coordinator, and one Director of Education/Principal who also serves as the CSE Chairperson. All of the children, except those placed by their home school districts, are reviewed annually by our internal CSE. The ALC is a clinically-based education program. Most of the children have extremely low frustration levels and very poor self-esteem. Most are afraid of adults, and the goal of establishing a trusting, comfortable, safe relationship with an adult is a primary goal.

Before receiving national recognition, the ALC was visited for three days by two site visitors for the U.S. Department of Education. This article will focus on the strengths they defined.

There are a number of innovative programs that have been developed in the ALC. These include the computer program, the school-wide reading program, the coordination of services, the internal monitoring body, and the behavior modification system. The strong, defined leadership provided, along with a defined mission statement, were supported by the site visitors.

At the ALC, the children are the Number One priority. The purpose of the school is not to provide jobs for staff, but to provide services to the children. At all times, the bottom line involves the impact of a decision on the children. In the Learning Center, the staff are the Number Two priority. This statement is made realizing that the proficiency and professionalism of the staff is the sole component for the effectiveness/excellence of the program. Essentially, the staff makes the program. One important variable to the administration, which was also noticed by the site visitors, is the "tone" of the program. The feeling of warmth and comfort is an important attribute. Equally important is the degree of structure, accountability, and high expectation of staff and children. If the program were to be pictured, it would have an umbrella of meticulous structure and formal systems of accountability under an environment of extreme informality, warmth, and comfort. This design has been developed to meet the two primary goals of the school program: to educate and to heal. The education goals are met by the presentation of a formal education program containing many quality assurance variables and strict standards. For example, all lesson plan books are reviewed by the Director of Education/Principal every Monday morning for the forthcoming week. The curriculum is mandated so that reading, math, language and handwriting (from the blackboard) are assigned on an individual basis daily for a minimum of 45 minutes (except for handwriting which is 20 minutes); social studies and science are taught in small groups at least twice per week (with at least one of these lessons stemming from the textbook); health is taught at least once per week from the textbook and, beginning in 1989-90, each teacher will work with a social skills program within the classroom setting. Lesson plans provide the quality assurance for the academics; however, the goal of healing requires the development of a relationship between the child and the staff which is comfortable, warm and safe to both parties. The establishment of a COMFORTABLE, REAL relationship requires that warmth and informality be high priorities. Most important, as per Maslow's hierarchy of needs, the children must feel safe and secure with the adult and (from) the other children in the classroom. Concretely, most teachers and the Director are on a first-name basis and there is a great deal of hugging.

The site visitors were impressed with the program-wide and school-wide systems for communication and coordination. The guidelines for communication have been defined in the staff handbook, which was written by the Program Review Committee (the internal monitoring body) during the 86-87 school year. One specific example of communication between programs can be

exemplified by the treatment team concept. The treatment team for a specific child is composed of all the people who work with the child. Thus, the nurse, the child's teacher, the living group supervisor, living group personnel, the clinical coordinator (a PhD clinician assigned to oversee the needs of the living group), and the child's therapist compose a particular child's treatment team. This treatment teams meets at least every three months to review the child's progress and needs. A Master Treatment Plan is developed by this team at the first meeting on each new child. The Master Treatment Plan defines the goals that must be met for the child's discharge and the objectives and plan to meet these goals. The treatment team reviews the child's progress and may revise the plan, if appropriate. The teacher represents the entire education program at this meeting and will bring back any new information to the Director and any other appropriate school personnel. Treatment team meetings on the RTF children are held weekly (by law), rather than every three months. Another example of interdepartmental communication centers around incident reports. In the school program, an incident report must be written for any physical restraint which occurs, or for any instance in which a child is removed from the classroom for more than ten minutes. This report must be handed in to the Crisis Intervention Specialist before the staff member leaves for the day. That report is then proofread by the Crisis person and the Director of Education. The report is then photostated and distributed to: the clinical coordinator, the child's therapist, living group personnel, the teacher, and the quality assurance person with the original filed in the child's permanent record. All staff working with a child are informed of an incident on the day it occurs. This is particularly important when children are communicating suicidal threats. Staff are not only required to write a report of a suicidal threat, but also must inform the clinical coordinator before leaving for the day. Suicide alerts are common in the Astor Home for Children due to the severe level of disturbance (often created by intense loneliness) of many of the children. Suicide alerts require signatures of all staff and are distributed to each department on the day the alert is put into place by the child's clinical coordinator or the child's therapist. Prior to a suicide alert, a meeting is convened (when possible), termed a "Special Case Review." This is precipitated by extremely violent or self-abusive behavior. The Special Case Review is chaired by either the Clinical Director or the Clinical Coordinator. It is mandated for all members of the treatment team. These examples of interdepartmental communication provide a perspective of the degree of program-wide communication that has been developed at Astor. One additional use of the incident form is its application to a Quality Assurance study. At the end of each week, the Crisis Intervention Specialist provides the Director with the number of removals per class, per student, during the week, noting the reasons for removal/restraint and the times. The Director can then assess whether the programming of the child should be reviewed based on patterns demonstrated by this report. Injuries are also noted on this report and staff who require more training in Crisis Intervention techniques may be identified. The Crisis person also keeps a log with the name of every child brought to his office, or restrained in the classroom, noting the time out of classroom and the reason for the removal. A check is made next to incidents which require incident reports to assure that these reports are handed in.

Creative, innovative, child-centered programs played a major part in our recognition. These programs are not loosely composed and open to choice, but rather systematized and defined with quality assurance variables provided to assure their success. Three such programs will be described.

The reading program was developed with sensitivity to the children's low frustration levels and need for small group instruction. Few of the children can work independently. Thus, the first activity each day (8 am-8:50) is reading. Each teacher assistant and each classroom teacher is assigned a reading group. The group is composed of 2-4 children placed in the same text (or activity for pre-readers). The children are not necessarily from the same classroom. Teacher's reading groups are assigned to the classrooms, whereas teacher assistants pick up their assigned children and escort them to their assigned reading area. There are three substitutes (the teacher assistants from the special areas), and each reading teacher is expected to maintain a "sub kit" of relevant work for three days, which is given to the sub teacher when an absence occurs. A reading coordinator (the person in charge of the reading/computer lab program) is assigned the responsibility of going to each group every morning to answer any questions and assure that proper activities are occurring. When a child completes a textbook, he/she is given an end-of-book test. If the child passes the test, he/she moves to another book and usually to another reading group of children in the new book. If the test defines some weak areas, prescriptive assignments are given to remediate these weaknesses. If many weak areas are discovered, another basal will be assigned (on the same level) and the child will be assigned to a reading group of children utilizing the new reader. Quality Assurance is provided through the reading coordinator who guarantees that a child is not advanced unless a sufficient number of concepts have been mastered. Before many children entered Astor, most of them fell further behind during each school year. For a child to complete a school year and not lose further ground would break this cycle. In fact, during the 1988-89 school year just ended, thirty-two children gained two years or more on the Woodcock-Johnson test (given individually), which each had been given during the 1987-88 school year.

Another innovative program is the computer program. The computer/reading lab is attended by each class for 45 minutes, three periods per week. When the class is in lab, both the teacher and the assistant remain with them. There is also a teacher and an assistant assigned to the lab. Thus, with every six or eight children, there are four adults. This is intensive instruction. The reading portion of the lab utilizes the Hammondsport program, which incorporates criteria-based tests to define weaknesses and lists assignments to strengthen defined weaknesses. The assignments include a variety of audio-visual prescriptions. In the computer section, there are four Apple IIe computers with printers and color monitors. Here the children learn the basics of computer education. Each of the ten classrooms has an Apple IIe computer with a monitor. By the end of the 1989-90 school year, each computer will also have a printer. The children reinforce the concepts learned in the computer lab in their classrooms, where the teachers assign individual computer time. Even the five-year-olds are computer-proficient! Another example of the coordination of these two areas is exemplified by the book reports which are typed on the computers by children after they have completed a book which must be selected after a certain number of assignments are completed in the reading lab on a given day.

The entire computer program was developed from the Title I (89-313) funds provided to handicapped children. This is an annual grant written by the Director of Education and the Reading Coordinator. In 1987, a decision was made to siphon some of

these monies towards a new program developed by the ALC which incorporated the use of Expressive Arts Therapists who would work with individuals or small groups after school hours. These children are referred by interest or by the CSE committee. The Expressive Arts staff are certified as dance therapists, music therapists, etc. The school newspaper, written by some of the children, was developed from this program. Individual instruction in pottery and a basketball clinic are other examples of Expressive Arts. The goal here is to stimulate expression of feelings/needs as well as to develop confidence, since many of the children react aggressively because they are not able to verbalize anger or believe that no one cares about what they say or feel.

The last example of an innovative program is the Behavior Modification Program utilized school-wide. This program is complex enough that it works, but simple enough so that it was explained to the visitors by a five-year-old. The B-mod system is based on a point sheet. Points must be earned. (They cannot be lost). The responsibility is on the CHILD, not on the ADULT. This concept requires considerable training, for adults tend to take points when a child misbehaves. A point sheet follows the child through the week, beginning Monday morning. Starting with reading and throughout the day's work, points are accumulated for behavior, attitude, and work completed. When a class goes to art, the teacher hands the point sheets of the children to the art teacher; when the teacher arrives to pick up the children, the sheet is returned with the points earned marked and discussed with the children. At the end of each day, the name(s) of the children with the most points are given to the Director and these children appear on the following day's Daily Bulletin (an information notice distributed by 10 am each day). At the end of each week, the teacher provides the name of the one child who earned the most points during the week. This child receives an award from the Director with a large gold seal and the signatures of the teacher and the Director. This award may be hung in the classroom or in the child's dormitory. (One note here: the point sheet is a two-page NCR form. The teacher keeps a copy on file for use at the next treatment team meeting. In this manner, the teacher can be specific in detailing the child's weekly progress over the course of three months, rather than relying on memory). The next step in the B-mod program is the earning of Student of the Month. The one child per class who has earned the most points over the entire month, with a minimum of two Student of the Week awards, is named Student of the Month. The child receives a large award with a gold seal signed by the Director and the classroom teacher. The child's picture is placed on a bulletin board outside the Director's office (which is in the main school hallway) and all Students of the Month (10) are taken to lunch by the Director. Upon returning from lunch, photo albums of past trips/awards ceremonies are reviewed and we listen to the radio until school resumes. The final step in the process is the Student of the Year award. At the end of the school year, each teacher may submit the name of one child in the class who has earned the most Student of the Month awards. The special area staff and school psychologists vote on the child who has made the most improvement in academics and behavior over the entire year. The formal awards ceremony is attended by parents, relatives and siblings (there were 175 guests on June 22, 1989), where the Student of the Year and runners-up are announced. The three runners-up receive trophies, while the Student of the Year receives a gold watch, a large trophy, and his/her name is inscribed on a plaque listing all Students of the Year chosen since the school began in 1980. Additionally, a local newspaper places a picture of the student receiving the award on the front page of the following day's edition. Each week, other incentives are included to encourage children to begin "pulling their act together" after getting off to a bad start, rather than "bombing out." There are approximately 15 restraints per week in the school setting.

During the 1986-87 school year, we developed an internal monitoring body for the ALC. Comprised of eight volunteers, this committee, termed the Program Review Committee, meets weekly and takes minutes of all meetings. This committee's purpose is to define programmatic needs and recommend implementation of solutions to the Director. The committee's membership has undergone some change; however, the committee is empowered to determine its own membership and elect its own officers. For the past two years, there have been co-chairpersons (the school psychologist and a special education teacher). Currently, there are three special education teachers, one school psychologist, two teacher assistants, and staff from the special areas. Any staff member can present a problem to any PRC member for discussion in committee. This committee does not have a budget. The Director meets with the co-chairs each week to review agenda and discuss ideas. Some important results of this committee have been: the writing of the program handbook; designing and implementing the AIDS curriculum for the entire agency, which included the development of teachers' notes to include each lesson within the program's health curriculum and IEPs to follow all AIDS lessons; the scheduling, design and implementation of workshops, in addition to a needs survey to determine requested training; defining the need for a social skills curriculum, reviewing available programs, selecting three programs for a pilot curriculum in three specific classrooms, and determining the social skills programs that will be instituted in all classrooms during the 1989-90 school year. Problems which surfaced regarding power, responsibility, and communication continue to be discussed as they surface; however, the process of uncensored weekly examinations of the program is believed to be extremely important for long-term growth and effectiveness.

The importance of ongoing quality assurance studies, exemplified by the individual Woodcock-Johnson tests and the weekly review of incident reports and lesson plans, cannot be emphasized enough. The impact of a mission statement and its contribution to a five-year plan are necessary to the development of further innovations. The importance of clear, concise leadership with proper, professional supervision directly influences the development of expertise and eliminates the presence of individuals who are not committed to the needs of the children. The development of an extremely structured program to meet the needs of severely disturbed children, rather than using the handicap of emotional disturbance as the reason these children cannot be educated, is the essence of the Astor Learning Center's noteworthy success. The commitment of many people in varied professions to meeting the academic and emotional needs of children has created a unique environment which coincidentally meets the very personal needs of adults who desire to make a difference in children's lives.

WORKING TOGETHER:

Service provision to children with emotional disturbances includes many people working together in many different roles. Classroom workers; transportation providers; cafeteria, custodial, and office personnel; administrators; psychological and social service staff; and families are but some of those involved in programs for children with emotional disturbances. In each issue, PERCEPTIONS will feature a piece by a person from one of these roles, in a continued effort to present a comprehensive view of the education of individuals with emotional disturbance.

A MOTHER'S STORY

by

Marcia Saran

Ms. Saran is a special education teacher in School 84, Buffalo, NY, school district. In addition, as the following article indicates, she is Bruce's mother.

ANYSEED members are a truly compassionate, empathetic group dedicated to educating emotionally handicapped students. Each of us has numerous war stories about our students, some funny and some sad.

This is another story, a mother's story, of what it is like to bring up a child who engages in dangerous practices, unaware of the consequences; is hyperactive, impulsive, constantly in trouble in school and the community, and does not hear what is said because (hopefully) he is thinking great thoughts. Each human being is a unique set of abilities and disabilities. The trials, tribulations and techniques used in helping my child become a productive adult are unique to him and the milieu in which he lived. This is not a prescription, only a story.

Bruce was the second born. A darling, eight-pound boy marred by huge forceps marks on both sides of his head. His father and I were professionals. We were thankfully unaware of the adventure that awaited us. There are probably many reasons to explain Bruce's behavioral, social, emotional and cognitive problems, but they are really unimportant. We had a child to raise. Our job was to love him; make him a human being, a responsible, productive adult with a feeling of self-esteem.

Ritalin was suggested at three months, because he appeared to be in constant motion. We dutifully read the insert that came with the drug and decided against it. We would cope. At eight months, he decided he didn't like the crib or any type of confinement. He would climb out during the night and drag his blanket to sleep wherever. Our family is artistic. At seven months I gave our eldest, Melinda, crayons and she produced a lovely design. I gave them to Bruce at the same age and he ate them. At ten months a fascination with fire began. He put toothpicks in the toaster at four in the morning to see what would happen. He did the same with green beans and chocolate chip cookies. We threw out the toaster and removed the knobs from the stove. During his restless night rovings, he climbed up into the cupboards and threw dishes and glassware onto the floor to watch them crash. We put a lock on his door. He removed the screen and wandered the neighborhood. We put up a six-foot, unclimbable fence so he could be left momentarily unsupervised. He was over the fence in sixty seconds; ran into the street and defiantly sat in front of an oncoming bus. By two he was shoplifting at the local delicatessen and running away on a regular basis. We hid knives, scissors, rulers, etc. One day, I heard him running and instinctively knew he was into something. I caught up just in time to see him run into a wall and shove a ruler through the roof of his mouth. When it was raining and I told him he could not go outside, he put his fist through a plate glass door. When I told him he couldn't fly like Superman, he put a towel on his shoulders and jumped off the top of the cellar stairs, breaking his nose. When I told him he couldn't take apart the vacuum cleaner, he went down to the cellar and dumped a paint can over his head, nearly suffocating. Our trips to the hospital were numerous. We were well-known in the emergency room. After one particularly trying close call, the doctor came out of surgery and told me he was fine. I fainted dead away. He called Bruce's father to tell him the patient was fine but we nearly lost the mother.

I went back to the university and took courses in behavior management and the education of brain-injured students. We enrolled Bruce in a series of nursery schools, which promptly asked him to leave. We heard labels such as: immature (he didn't speak until he was three), impulsive, hyperactive, aggressive, belligerent, restless, etc., along with vivid tales of his exploits. In retrospect, now some 25 years later, they are almost funny. We had a two-year-old failure. Our next stop was the Psychiatric Clinic. They had a lot of reasons why and a lot of new labels. They also had suggestions such as DEFINITE PARAMETERS, TOTALLY CLEAR MESSAGES, EXACT EXPECTATIONS, EXCRUCIATING CONSISTENCY, lots of positive stroking and corporal punishment. My parents never hit us. They said, "Don't do that, honey" and we didn't. This worked fine with Melinda but with Bruce it did not. We had to constantly reinforce our love for him but our disappointment when he did dumb, impulsive things. He would have to accept responsibility for his actions and be ready to take the lumps. We felt like animal trainers clenching a stick when walking with him, teaching him to stay out of the street, to sit, to ride in a car, to eat in a restaurant, to listen to commands. We found an excellent nursery school, a fantastic day camp, a top sergeant housekeeper, and had a productive year. Then Bruce discovered a nearby creek. We put a "for sale" sign on the house and moved in with my parents. My mother was going to straighten him out. A year later, she threw us out.

The real problems began when Bruce was of school age. On the basis of a fifteen-minute pre-kindergarten evaluation, we were told he would have to go to the local BOCES. I conceded that the child was a problem, but he was entitled to his chance to fail.

With a lawyer's assistance, he entered kindergarten and the nightmare began. He hated them and they hated him. He began first grade and was quietly put into a "special class." After three months, the wonderful, caring teacher called me at work to say that he was mis-placed. She had told the school that he was not a slow learner, just very hyperactive, but they refused to move him. We took Bruce back to the Psychiatric Clinic for a full evaluation. He has a genius I.Q. and specific learning disabilities. They interceded with the school and his placement was grudgingly changed. Bruce then refused to learn to read. We withdrew him from school. His father tied him to a kitchen chair and taught him to read in three weeks using methods I could neither condone nor watch. The nightmare continued. I was constantly called at work to be told of my child's exploits. He was put off the school bus for fighting. I drove him to school. He would walk in the front door and walk out the back. He became a terrific artist. Every time he bedeviled a teacher or disrupted a lesson, he was told to draw a picture or go to the art room. He learned very little, and every year we were asked to put him in a special class placement. Every year I came in with a lawyer and insisted that my child was entitled to a public school education. I was as obnoxious as my son. Those were the days of experimental everything: classrooms without walls, independent learning, choices. He was dysgraphic but could not use a typewriter in the classroom because it disturbed the other students. He was distractable and hyperactive, but was expected to work in a class of fifty in a large open area. Then Bruce mixed up something in an unsupervised science class and another child drank it. He was on probation. Several months later, he mixed up another concoction and when he went to throw it in a toilet, it exploded, cracked the toilet and flooded the school. That was the end of his public school experience.

We enrolled him in an expensive prep school with classes of no more than eight and lots of supervision. He was years behind already and required much tutoring. At the end of the first semester, he failed everything. His father agreed to tutor him. By the end of the year, he was doing well and during the Honor's Convocation was named "most improved student." The Head Master shook his hand, congratulated him and commented, "Bruce, I know your father really worked with you. Tell us, what techniques did he use?" Bruce looked him in the eye and said, "Fear, sir ... pure fear." There were a lot of other things that happened. Cars that were cracked up when he was skipping school, getting arrested for drinking on a public conveyance. We had several encounters with the police, but Bruce is a tall, handsome, articulate, well-dressed young man who can charm the angels. If he had been otherwise, we might have another story to tell.

Bruce was innately intelligent and could compensate for his specific learning disabilities. He had a fantastic support group. He had a father who bought him rockets to blow up, kits to build and cars to take apart in the middle of the driveway, as well as someone to cuddle with and talk your heart out. He had a paternal grandmother who took three buses every Friday with a shopping bag of his favorite things to spend the weekend with him, cook with him. He had a grandfather who took him fishing, on amusement rides, and made him behave. He had a sister who watched over him like a mother hen, cleaned his messes, covered his mistakes, and even filled out his college applications. He had a mother who was a fighter and whom he still thinks is the original witch of the west. We tried to keep him constantly constructively occupied. We had GI Joe on pulleys throughout the house and parachuting from the upstairs windows. Several times we had fires, including our neighbor's roof. The Bruce stories go on and on.

By the time Bruce graduated high school, his tremendous energies were channeled into socially acceptable activities. He has won many scholarships, honors and awards, published research in prestigious medical journals and can easily do a 48-hour rotation, stand on his feet in surgery for twelve hours, go run ten miles and eat three pizzas. He still cannot write, but he does computer programs in his head and uses a Macintosh for cases and publishing. He is happily married to a lovely, laid-back person. He still cracks up cars. His father is still his idol and his sister, who adored, cared and covered for him, is now a very successful attorney for PAMII, The Protection and Advocacy for the Mentally Ill. Bruce graduated from college and medical school with highest honors, many awards and scholarships. He is now a resident in opthomology.

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information. We'll publish a listing for ANYSEED members who wish to visit.

Name of School/Agency
Address
Contact Person
Telephone Number (include area code)
Best time to call
Program that could be viewed

CALL FOR IDEAS

The editors of PERCEPTIONS are seeking information regarding classroom designs, physical arrangements, and school/agency plans that promote student/classroom management. Authors may submit narrative articles, sketches, diagrams, photographs, etc. that convey the arrangement concept or approach.

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WRITING SKILLS FOR THE MILDLY HANDICAPPED STUDENT

by

Karen Ungerer

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THE PROGRAM: DESCRIPTION

Prewriting: Prewriting, the gathering and organizing of ideas for writing is "just as necessary for writers as a warm-up is for athletes" (Tompkins & Friend, 1986, p. 82). During the prewriting stage, students choose a topic, generate ideas, identify their audience, and devise a tentative organizational plan. To motivate reluctant writers, Whitt, Paul, and Reynolds (1988) suggest that topic choices and the generation of ideas can be stimulated by the use of a variety of experiences, including such things as speakers, demonstrations, or field trips.

It is during the prewriting stage that students must identify their audience. At first, the teacher may need to state the purpose (e.g., to describe, to give information) and give examples, leading students into why particular writing forms are chosen.

After choosing a topic and identifying the audience, students then gather and organize their ideas. There are several approaches to this phase. Tompkins and Camp (1988) describe four prewriting techniques that can be used by both elementary and middle school students to help overcome their fear of writing and their inability to find the words to start writing. These techniques include brainstorming, clustering (often referred to as semantic mapping), freewriting, and cubing.

Brainstorming helps to bring students' ideas to the surface and make them explicit, especially where they already have enough information about the writing topic. The objective of brainstorming is to develop a long list of words and phrases related to the topic so that one idea will trigger other ideas. No value judgments are made concerning the quality of the words or phrases.

Clustering (semantic mapping) is a graphic way to gather and organize ideas for writing. In clustering, words are written graphically to show relationships among main ideas and details. This technique is most beneficial for students who need to organize a number of ideas in a coherent manner, such as in writing a factual report. The writing topic becomes the "nucleus word" (Tompkins & Camp, 1988, p. 211) written with a circle around it in the center of a piece of paper. Lines radiating from the circle list related main ideas and phrases. Branches add details to the main idea. Students may develop their own main ideas or they may be given a cluster with a predetermined set of rays to complete.

Freewriting helps to develop writing fluency by removing the pressure of trying to find the right words. Unfocused freewriting is a technique in which students write for a period of time without pausing, letting their thoughts flow. The idea behind unfocused freewriting is to help students identify, define, or narrow a topic. Topics are student-generated and, as students write, they let their ideas flow, moving naturally from one topic to another. There should be no pausing in the writing for any reason and students are instructed to write, "I can't think of anything to write" (or something similar) when ideas won't come.

Focused freewriting allows the writer to narrow the focus of the topic by rewriting about a particular topic which may have been mentioned in unfocused freewriting.

Cubing, the most complex of the prewriting strategies, is useful when students have to examine a topic from several dimensions. It requires flexibility on the part of the writer, as a point of view may have to be changed when a topic is examined from the six sides of the cube. The steps in cubing are:

1. Choose a topic.
2. Examine it from six sides of the cube:
   a. Describe it. (Describe its colors, shapes, and sizes.)
   b. Compare it. (What is it similar to or different from?)
   c. Associate it. (What does it make you think of?)
   d. Analyze it. (Tell how it is made.)
   e. Apply it. (Tell what you can do with it or how it can be used.)
   f. Argue for or against it. (Take a stand and list supporting reasons.)
3. Move quickly, spending only a few minutes on each side of the cube (Tompkins & Camp, 1988).

At the end of the prewriting stage, students write a lead sentence which conveys the essence of their composition. Two or three supporting sentences should then be developed.

Drafting: Drafting, or "tentative writing" (Whitt, Paul, and Reynolds, 1988, p. 38), is the stage after prewriting during which students shape their ideas.

The teacher's role during this stage is to ask questions (What did the boat look like and sound like?), encourage (You did a nice job of supporting your point of view.), and offer suggestions without criticism (Write one sentence that tells the main idea of your paragraph.). No emphasis is placed on spelling or other mechanics because the students are unable to focus on both content and mechanics at the same time (O'Tuel & Holt, 1988; Tompkins & Friend, 1988).

Revising: During revision, students add, subtract, or rearrange ideas. They attempt to clarify and polish their compositions.

Since mildly handicapped students tend to consider their writing assignments finished after the first draft (Tompkins & Friend, 1988), it is important to help develop attitudes which recognize that it is during revision when the real writing begins. Students often do not say what they mean to say. The teacher can help make students feel comfortable with the fact that writing is never perfect in a first draft and will need to be revised.

To introduce revision, Tompkins & Friend (1988) suggest using a sample first draft composition not written by any of the students. They offer this model:

JUNK FOOD

Junk food has extemely to much suger it cost extremely expensive. It tastes good but if you eat to much you mite get sick. You should eat helethy food insted. Its like a drug and you turn in to a monstur

and then you fell bad. Its bad for your teeth you can get cavities junk food has extremely to much food coloring and food flavoring. Although junk food is bad for you its funny to eat. Why not eat it?
(Tompkins & Friend, 1988, p. 5)

After students have read the model, ask them to identify the good points about the composition. Next, ask students to find meaning-related problems such as contradictory information, a confusing sequence of ideas, unimaginative word choices, or repetitive sentence structures. Mechanical concerns should be postponed until the content is refined.

As a group, the students should then refine the sample composition. Several samples may have to be offered before students are ready to work on their own writing.

When revising their own writing, each student will take on the role of reader to alter and clarify their compositions. The teacher stands by, ready to help students rewrite or combine sentences, choose more appropriate or more imaginative vocabulary, or add interesting examples or details. By offering praise and answering questions, the teacher helps to encourage students to make their own decision about suggested changes.

Editing: The editing stage stresses mechanical considerations and occurs near the end of the writing process. It is important for students to understand that writers who write for readers must make their compositions readable, or they will have written in vain, because their ideas will never be read (Tompkins & Friend, 1988).

The first part of editing is proofreading, with each student trying to locate and mark mechanical errors. It is letter by letter reading rather than reading for meaning. A set of editing symbols, or proofreader's marks, is helpful for making corrections right on the paper (Tompkins & Friend, 1988; Whitt, Paul, and Reynolds, 1988).

Since there are so many possible categories of errors, the teacher should focus students' attention on particular errors that the students are capable of correcting. Students can then read through the composition several times, hunting for particular errors each time.

Both Tompkins and Friend (1988) and Whitt, Paul, and Reynolds (1988) advocate peer assistance in this phase of editing. Peers give assistance by offering a fresh perspective and an ability to locate errors that went undetected by the writer. Having students work in pairs reinforces the concept that writers do not write for themselves but for their readers. An editing checklist designed for students might include these statements:

1. I have circled words that might be misspelled.
2. I have checked that all sentences begin with capital letters.
3. I have checked that all sentences end with punctuation marks.
4. I have checked that all proper nouns begin with a capital letter.
5. I have checked that paragraphs are indented
(Tompkins & Friend, 1988, p. 7).

To emphasize the importance of this activity, Tompkins and Friend (1988) suggest that both the author and the editor be required to sign their names on the checklist.

The second part of the editing stage is error correction. Since mildly handicapped students will often deliberately overlook errors if they know correcting them will involve a lot of work (Tompkins & Friend, 1988), teachers can help the students in their corrections. Meeting with the teacher also provides a more formal opportunity for the teacher and student to interact. The students can read and discuss their compositions and the teacher can highlight specific errors, encouraging students to make corrections.

Some errors will be obvious to correct, some will need a dictionary, and others will need instruction from the teacher. This is a good time to teach students more advanced skills, if necessary, and to plan for future instruction based on students' needs.

Publishing: The final stage in the writing process is publishing. During this stage, students produce a neat, legible, final copy. A typewriter or word processor can be made available to those students who wish to type or print out their text. Publishing provides the incentive for students to take pride in their finished product and to have the satisfaction of having a wider audience.

Other Components of a Writing Program: It has been suggested by Hollingsworth and Reutzel (1988) that a writing program alone cannot achieve optimum results if the environment is not conducive to writing. They suggest modifying the resource room to make it a more home-like environment, with tables and chairs arranged for maximum discussion and interaction and comfortable places for silent reading and writing provided. There should be a place for display of published work and interest centers around the room which focus on a single theme or topic. The authors also suggest a period of silent sustained writing which is self-selected writing that can act as a dialogue between teacher and student.

Bos (1988) also suggests providing opportunities for sustained writing and the establishment of a "writing community." This includes folders and current projects, finished pieces, ideas for future topics, and writing goals. Paper, magazines, dictionaries, and other writing aids should be made accessible to the students. Bos also suggests assisting students in becoming known for their expertise in a particular area (spelling, capitalization, etc.). The teacher should create an atmosphere for listening, questioning, observing, and writing -- an atmosphere where students feel free to take risks (Houck, 1988).

Houck (1988) also offers some pointers to teachers who wish to get their students to write. The author suggests creating a writing center with drawing power -- one that has the materials and equipment to spark students' interest. Dated samples of students' writing can identify instructional needs and help to monitor progress. Pictures or tape recorders can be used to design writing activities which focus on important happenings and interests. The teacher can encourage personal correspondence and encourage students to use writing as a way to organize and remember important ideas. Practice with often overlooked real-life writing demands (letters, copying recipes, ordering merchandise, etc.) should be included in the writing curriculum. Finally, the teacher can create a variety of forums for sharing written work (oral sharing, a bulletin board, a scrapbook, a newspaper).

The keeping of journals has been suggested as a tool for self-expression (Goodman & Hart 1988; Houck, 1988; Strackbein & Tillman, 1987). It is, according to Goodman and Hart (1988), an effective alternative method of communication for students with learning and emotional problems. The journal can be considered an instrument for developing a deeper relationship between a student and teacher as well as developing a sense of trust. In their study of adolescents in a private mental health hospital, Goodman and Hart (1988) found that writing in a journal

on teacher-selected topics for ten minutes each day improved writing and communication skills, facilitated classroom management by providing added structure, and eliminated time-wasting activities.

A caution to be remembered when using journals in the classroom is that the journal is intended for a private audience, not a critical public. Setting aside a specific time for writing and keeping the time period short with no distractions, with the teacher writing at the same time as the students should also be considered (Strackbein & Tillman, 1987).

Evaluation: There are two different approaches which can be taken in evaluating students' writing. Isaacson (1988) advocates assessing the writing product for four reasons: to identify unsuccessful writers, to plan instruction, to monitor student progress, and to give feedback. He feels that qualitative and quantitative measures can be applied to evaluate fluency, content, conventions, syntax, and vocabulary. Isaacson recognizes that writing instruction requires emphasis on the writing process, but feels that assessment of writing skills must focus primarily on the final product. One reason for this is that there is not yet a comprehensive theory of developing processes that can be used accurately for assessment. Also, Isaacson says, the process strategies are considered successful only if they result in a good written product. Given the fact that writing is a form of communication that is intended for a reader, it is only successful if the reader understands what has been communicated effectively in the written product.

Tompkins and Friend (1988) take a different approach in evaluating student's writing. They feel that assessment is simplified using the process approach because teachers read student's compositions and provide input during the revising and editing stages. Teachers, therefore, do not need to read and write lengthy comments about every composition. The authors suggest that when it becomes time to evaluate a student's progress in writing, the student and teacher select several samples from the student's writing folder and identify areas of strength and weakness.

Progress should be evaluated not only on the final product but on whether or not the student followed the process approach. This approach in the assessment of students' writing is based on the rationale that learning to use the process approach is of much greater importance in preparing students for success in adult life than is the quality of any particular written product.

McKenzie and Tompkins (1984) offer a checklist of activities that teachers can use to assess their students' progress in writing using the process approach. These include the following items:

* Prewriting: Does the student engage in prewriting activities?
* Drafting: Does the student write rough drafts? Does the student place a greater emphasis on content than on mechanics in the rough drafts?
* Revising: Does the student share his/her writing with peers? Does the student participate in discussions about peers' writing? Does the student make changes to reflect the comments of both teacher and peers? Does the student make substantive or only minor changes?
* Editing: Does the student proofread his/her own papers? Does the student help proofread peers' papers? Does the student increasingly correct mechanical errors?

To evaluate the effectiveness of the process approach, teachers can observe students' behavior and ask such questions as:

*Are students participating in writing groups?
*Do students give feedback to their peers?
*Do students generate questions about their own writing?
*Are students increasingly able to detach themselves from their writing and accept feedback from peers?
*Do students proofread their compositions?
*Are students increasingly able to identify mechanical errors (Tompkins & Friend, 1988, p. 9).

Another way to evaluate the effectiveness of the strategy is to examine the students' written products. First and final drafts can be compared and quantitative and qualitative changes can be evaluated. Comparisons can be made by length (using word or sentence counts) and by the total number of revisions. Qualitative changes include a hierarchy of changes ranging from low-level word changes to higher level phrase/clause changes, sentence changes, multisentence changes, and finally to text level changes.

Tompkins and Friend (1988) also suggest that students' mechanical corrections can be studied. Categories to check include misspelled words, homonyms, punctuation, capitalization, sentence fragments, and grammar/usage errors.

Whichever approach to evaluating student's writing is used -- process or product -- the teacher must remember to use the process approach during instruction to impress upon the students that, in order to communicate effectively, they must meet the needs of their readers.

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References continued on page 21

LIVING WITH DAVID: EXCERPTS FROM THE PARENTS DIARY

by

Connie Flood and Ralph Flood

Connie Flood is a resource room teacher, Goshen Central Schools. Ralph Flood is a consultant teacher, Wallkill Central School District. They are the parents of two children who have been identified as having special needs, in addition to being foster parents of two other special needs children. The Floods have presented a prototype of family experiences by constructing a journal that reflects a composite of many parents' experiences.

January 1980

Our third child, David Paul, came home from the hospital today. What a wonderful, healthy, gorgeous boy. We are so lucky to have three such fine children! Amanda and Mark are so excited, especially Amanda - a baby brother for her fifth birthday!

April 1980

We wonder if we are feeling our age. It is so much harder to get up with David than it was with the other children. Maybe it's hardening of the arteries, but we don't remember the other two crying as much. Thank God mother arrived today and took all the children for the afternoon. A little peace and quiet, and a nice long nap is just what we needed. We'll be ready again when the crew gets home.

June 1980

David is still not always sleeping through the night. And, what a temper! We guess the family is right, David won't be pushed around as an adult.

September 1980

Amanda started school today. Now with only Mark and David at home, things should be a little calmer. If only David would sleep through the night more often.

February 1981

David is walking all over the place and getting into everything. We thought we had the house toddler-safe, but David finds things we didn't even know we had. We guess his curiosity is great, but maybe he shouldn't be so curious. The books didn't prepare us for the activity level -- and distracting doesn't seem to work with David. If he is going to do something, he is going to do it. The pediatrician says he seems to be reacting normally, and says our responses are appropriate.

March 1981

Chicken pox! All three! David seems to need constant attention, every minute. Mandy wants to be read to. Thank goodness she will amuse herself with a coloring book and puzzles.

April 1981

We thought the "terrible twos" weren't supposed to start until David reached two. What a temper. We don't think we can stand to hear "no" one more time. But, if the "terrible twos" started early, we should be through this stage early ... can't wait.

July 1981

David is a real handful. It seems like nothing that worked with the older two is working. He seems to need constant supervision. We're beginning to wonder what we're doing wrong this time. The pediatrician thinks we have read too much. Maybe so, maybe so.

August 1981

David got into Mandy's room. What a mess. He wrote on her wall and her new Sesame Street poster. (Glad Mom could take David last Saturday. Going to Sesame Street Live was the first fun thing we've done as a family in two months. We hate to be asking her to babysit - it's so hard for her to keep after David.)

December 1981

Amanda was so cute in the Christmas play at church. We're glad Rachael got home from college in time to take care of David. Thank goodness for our niece! She's crazy enough to take the three of them so that we can go out to dinner on Sunday. It's been so long since we've had time together without the kids. High school girls do so well with Amanda and Mark, but can't seem to handle David.

September 1982

Summer is over and Amanda's back to school. One more year and Mark will start. Maybe then it will be possible for two incomes again to ease some of the money issues. Too bad the summer flew by without us being able to do much. Rachael took Amanda and Mark to the pool several times. They wanted both of us to come along but we never seem to be able to catch up. Besides, how many times do we want to experience David's temper tantrums in public?

January 1983

Merry Christmas and Happy New Year. Amanda celebrated her eighth birthday and David his third. David kept grabbing the ornaments on the tree and taking Amanda's and Mark's toys. We thought he'd be better about this by now.

June 1983

David, David, David. We don't know why he has to always have

his way. It seems like the tantrums should be lessening. The fighting with his brother and sister is driving us crazy. We're expecting an addition to the family. How will we prepare David?

August 1983

Our third son, Michael John, has arrived. He looks so much like David.

September 1983

Mark started school today. He looked so cute. Mom promised to walk him to the bus and made his favorite breakfast - waffles. David had a tantrum over the waffles and upset his milk. What a disaster! Mandy and Mark went down to the bus by themselves.

December 1983

David doesn't seem to have adjusted well to Michael's arrival. We've tried to involve him in Michael's care (a little) and all of the other things the books have suggested, but he still seems resentful. Maybe things will get better in a couple of more months. Or maybe, David just has another brother to fight with. Even patient Amanda seems to tolerate him less and less.

September 1985

David began school today. The house seemed so quiet when the three left. David was so happy when he got home. Bubbling away about how much fun it is to ride the bus, and have "lots of kids to play with."

Now there's time for Michael. But, why does David still need so much attention to keep him from getting hurt or to stop him from fighting with the others?

October 1985

We received a note from David's teacher today. Our presence is requested for a parent/teacher conference. We wonder what's up.

October 1985

Well we found out "what's up." David's teacher told us that David has no self-control. He has been having a lot of trouble getting along with kids in his class. We spoke to him, but he says it is all the other kids' fault.

December 1985

More complaints from David's teacher. He hits and pushes, can't wait his turn, has temper tantrums. We have punished him. David's only explanation is that no one likes him.

January 1986

We think we need the second income. But who will watch David after school? Mom's too far away. High school girls can't manage him. Mrs. G. would take Mike, but not David. Maybe something part-time during school hours is the solution.

May 1986

The complaints about David in school never stop. His teacher says she doesn't know what to do with him. Maybe adjustment to school was just difficult. Maybe first grade will be better.

August 1986

We can't wait for school to start. There has been so much fighting between the kids it is driving us crazy. Funny, though, it seems like David is always in the middle of the argument. Come to think of it, the other children don't seem to fight when David is not around. What are we doing different with David that he seems to be having so much trouble?

October 1986

A conference with David's teacher today. She wondered if there was something wrong at home, "after all, there must be some reason David won't follow the rules and has so much trouble getting along." We've racked our brains. We don't think there is anything different for David than for the other kids. But, there is something wrong, and if the teacher thinks we're doing something wrong, maybe she knows ... she is the teacher.

November 1986

Another conference with David's teacher. Things are no better. She thinks that maybe David feels left out at home, neglected. Sh uggests that we find a "special" time for David each day wh e he doesn't have to share our attention. We guess supper will be later, but it's sure worth a try. (Maybe he is feeling left out now that his mother is working full time.)

January 1987

Two months have gone by since we started David's "special" time with us. We don't see any change. His brothers and sister seem to resent the attention David is getting, but our talk with them seems to have helped. We're still getting notes from his teacher about problems in school. We guess it just needs more time.

April 1987

Boy, it seems like the extra attention David is getting should have paid off by now. Reasoning and punishments only change his behavior for a very short time. We don't think he's had recess in school in two months. The battles over picking up his clothes, getting ready for bed, getting ready for school are about doing us in. Just a few more weeks until school ends.

June 1987

The last parent conference for the year. It seems like we were hearing exactly the same words that we heard in October. All of these months of doing what the teacher suggested seems to have been for nothing. David will be going to a strict teacher for second grade. Maybe next year will be better for David.

Donna called. She can't take David back in the fall. He fights too much and will not listen.

August 1987

The family reunion. It was so great to see everyone again. Amanda, Mark and Mike seemed to have so much fun playing with the other kids, and really enjoyed the attention from all of the adults. Why did David have to fight with his cousins and why was he so rude to his grandmother? Every time we try to do something special, David seems to ruin it - like the zoo trip last month. He gets so wound up, and so overwhelmed whenever there are a lot of people or he is in a new situation. We seem to do less and less as a family. Even visiting relatives isn't worth the hassles with David.

September 1987

Only two weeks of school and we've had our first parent conference. David's teacher talked about the same things last year's teacher talked about, but even more. She thinks that we should stop David's "special times" and probably should never have started them. She thinks that this is just another way for David to manipulate us. She said that we probably haven't been consistent enough with punishments and should try harder so David understands that he is not in control. She suggested taking T.V. time away from him and sending him to his room. It seems that David is never prepared for school with paper and pencil. We bought these things and they are in his desk. But I guess we need to get his stuff ready the night before and than make sure he has it in the morning. We better do this with the others too so they don't feel left out like last year. The teacher is right, though, David is turning into a little tyrant. It seems like we haven't been trying hard enough.

September 1987

Five days since the parent conference, and we get a note from the teacher wondering when we will begin the new system to make sure David has a pencil. He leaves here every day with one. What does she want us to do?

October 1987

Two weeks since the parent conference about David and we get a bus notice today. It seems that David is not following safety rules and is fighting with other students. The notice was signed by the principal and it asks us to talk with David about his behavior - if it doesn't stop he will be put off the bus (how can we drive him to school and still get to work on time?). We want to support the school, but David has already lost T.V. because of a note from his teacher two days ago, and is grounded for two more days because of fighting with the neighborhood children. I guess we'll have to add a day or so to the grounding. We don't know, but hope this works.

November 1987

We just came from another David conference. This time the principal and the psychologist were there. It was tough getting off of work again. The teacher wondered why we were not making sure that David was prepared for school when he left the house. When we explained the nightly routine of getting things ready, she wanted to know if we were sure that we were doing this. It was hard, but we kept our temper.

The psychologist wanted to know what David was like at home. We talked about the fighting with other children, his refusal to clean his room, the difficulties at bed time, and everything. We talked about the teacher's suggestions for punishing David. Apparently, we've done that wrong too. The psychologist said that punishment alone is not enough. We have to catch David being good and reward him for that every time. We wondered if this would cause more difficulties with the other three kids, but the psychologist said that since they were not having any difficulties with behavior or academics, they will understand if we talk with them. Well we did and they didn't. They kept asking why David was going to get extra privileges when all he ever did was cause trouble. We talked and talked but ...

December 1987

We were in school last night for the holiday concert. It seemed like the teachers were avoiding us. Maybe just our imagination.

December 1987

Nancy called. Would we please make other arrangements for David after school? He is still fighting with his brothers and sister and the other kids she watches. He broke her poinsettia deliberately after she punished him for leaving the yard without permission. She's been so good.

January 1988

The school called work today and left a message with the switchboard that they need to set up a conference about David's problem behavior. This is just great. Now people at work also know that something's wrong.

January 1988

Just came from the parent conference. It doesn't seem like anything is any better. The teacher had the same complaints. The psychologist didn't say anything new. We know that David is hard to cope with in school, he's hard to cope with at home. But, the teacher should not have said everything would be fine if we could just get David to behave in school. Good grief. We're not even there! Why can't she do something with him?

They suggested that family counselling would help. We'll try anything. There must be someone who can tell us what we're doing wrong.

May 1988

Three months of family counselling. We've tried everything that was suggested. Talking with David has not changed his behavior. Punishing him has not changed things for long. Rewarding him has brought no real changes. We go every Saturday. It's difficult on all of us. The other kids want to know when we can stop going. So do we, but as the counsellor says, David has been like this for a long time and three months of counselling is not very long. We guess this is true, but it seems like all we do is go to parent conferences and counselling sessions, which by the way are pretty expensive. Our insurance isn't paying even half of the cost.

But, maybe counselling will help if we just hang in there.

June 1988

Hopefully we had the last parent conference this year. David is repeating second grade in September. Maybe things will go better this time.

July 1988

We got David into the summer camp that the family counsellor suggested. Mark is very upset that David goes to camp and he can't. Amanda said things are so much better at home when David's gone. She's starting to bring her friends over again.

We're going to try to do things with the three of them while David is in camp. They're growing up so fast.

October 1988

We thought things would be better. It has been almost two months without the school contacting us ... that is, until today. David's teacher wants a parent conference. She seemed to resent it when we asked her to make it at 4:00, but we really don't want to ask to leave work early again. There is a limit.

We spoke with David's teacher for over an hour. She has all of the same complaints. We explained that David has been like this forever and we don't know what else to do. She wanted us to sign a referral for testing. When we asked what might come next, she talked about special education. Just what we need. But we signed the permission for testing.

November 1988

We just came from talking with the psychologist (not the same one as last year). He thinks that David would be better off if we let him enter the special class. David seems smarter than that, but something has to change. He will be starting in the next few weeks, if some committee says that's what should be done.

November 1988

The meeting of the Committee on Special Education was like the Inquisition. We got there and had to face seven school people. It seemed like they wanted to know everything. That meeting better be confidential and we hope we don't have to go through that again. David is going to the special class in a couple of days. We hope this is the answer, but what does emotionally disturbed mean? What did we do wrong? How can we tell the family about this?

December 1988

We had our first conference with the special education teacher. Another hour filled with a million questions. Don't school people talk with each other? We're really tired of going over the same things. We just hope that this is the answer for David.

January 1989

Notes, notes, and more notes from school. "David doesn't get along with other children. David disrupts class. David is not prepared for school. David could do so much better if he would just try. Couldn't we please speak to David about his school behavior?" We have been speaking with David for years and doing everything anyone said. What more can we do?

January 1989

We can't believe it. Mark got into a fight on the playground! The school called us to come and get him because he was so upset. Some kids were teasing him at recess about his brother being in the "retard class." We think we're glad Mark cared enough about his brother to fight for him, but fighting isn't the answer. School was such a nice place for Mark. What's happening?

May 1989

A certified letter arrived today from school. It scared the devil out of us. We have to go back to the Committee on Special Education in two weeks to talk about David's program. Here we go again!

June 1989

The committee meeting was a little better than last time ... only five school people today. They talked about what they had tried to do, but David has not made as much progress as they thought he would. Did we have any suggestions? (We thought, don't you?)

David will be staying in special class next year. But this time, he will have a male teacher. Maybe that's what David needs. Maybe next year will be better.

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CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past fourteen years. Her column, Current Issues in Special Education, will appear as a regular part of PERCEPTIONS.

In 1986, Federal Public Law 99-457 amended the Education of All Handicapped Children Act (Public Law 94-142) to allow for the provision of services for children with handicapping conditions, beginning at age three and terminating at age twenty-one.

On July 5, 1989, Governor Mario Cuomo signed the necessary legislation with the federal mandate to provide programs and services to children aged three and four. Prior to this state legislation, the Family Court system in each municipality had the responsibility of serving this age group. Now, however, the responsibility lies with the local school district, which becomes the point of entry for each child newly referred. The district is charged with providing all of the assurances of existing legislation and regulations including the same due process rights afforded the five to twenty-one-year-old students.

In order for a preschool child to be eligible for special education services, he/she must meet the criteria for classification of having one or more of the eleven handicapping conditions, in accordance with the definitions specified in the Commissioner's Regulations, part 200. However, the scope of the criteria to be considered can be broadened in the following way:

A child with a suspected handicapping condition of emotional disturbance should be viewed in terms of the interpersonal relationships with family members, neighbors, babysitters or any other persons who are part of the child's everyday environment.

A child with a suspected handicapping condition of learning disabled should be evaluated, keeping in mind the developmental skills that are preacademic in nature, in such areas as communication and cognition.

Each school district's board of education must appoint one or more Committees on Preschool Special Education (CPSE) that are not subcommittees, and are comprised of the following standing members:

1. An appropriate professional employed by the district, who might also serve as the chairperson.
2. A parent of a child with a handicapping condition who is enrolled in a preschool or elementary program. The parent must reside in the district and not be employed by the district or municipality.
3. A professional who participated in the evaluation of the child.
4. A certified or licensed professional designated by the agency that has had responsibility for the child in the birth to two-year-old system, if there was such responsibility.
5. An appointee designated by the municipality (county), if it elects to do so.

Only the above members will have voting power in the decision-making process. If desired, a joint committee(s) can be established between neighboring districts, with approval from the State Education Department.

The school district is also required to provide parents with a list of all SED-approved preschool program providers within the municipality. The parent has the right to choose an evaluator from that list. Upon receiving parental consent to evaluate, the district will arrange for the program provider to conduct the evaluation, in accordance with federal and state requirements. The results of the completed evaluation must be sent to each CPSE member prior to the meeting at which the child's Individual Education Program (IEP) is developed. A recommendation for program and services is officially made by the board of education within thirty school days of receipt of parental consent for evaluation.

It is important to note that the preschool child's participation in program and services is voluntary on the part of the parent. In conjunction with New York State Education Law, mandated enrollment in any school program does not occur until the child is six years old.

Local district responsibilities under the new legislation are further expanded inasmuch as the following must be included:

-Written policies and procedures must be in place for parents regarding notice and consent

-The two-year-old's district plan must identify the nature and scope of current special education programs, including those for preschool children

-The district policy on the allocation of space must consider the needs of preschool children

-A list of appropriate state-approved preschool programs must be compiled, and should be available to parents at community preschool agencies and facilities, such as nursery schools, day care centers, Head Start programs, Early Childhood Direction Centers, etc.

Approved preschool program providers of special education, public and private, will be responsible for the following:

-Services that will be provided on the least restrictive environment appropriate to the child's individual needs;

-the specific population to be served;

-a report on the evaluation conducted, to include the child's individual needs and the frequency and duration of services which will be sent to the district CPSE members prior to the IEP meeting;

-an evaluation report sent to the municipality;

-a summary of the evaluation sent to the parent;

-any other input and assistance necessary for the CPSE to make a recommendation regarding the child.

Additionally, the municipality is responsible for contracting with the district's recommended program provider, no more than forty days following the recommendation. Transportation services will remain the responsibility of the municipality. It will also maintain a list of appropriately certified or licensed professionals who can provide itinerant special education-related services.

Program options for preschool children may be center or

home-based. A child in a center-based program must receive a minimum of two and one-half hours of instruction per day, at least two times per week. A child in a home-based program must receive a minimum of two instructional hours per week, with one session being not less than one hour. Related services are in addition to the two-hour minimum.

For the complete version of this legislation, a copy of Chapter 243 of the NYS Laws of 1989 must be obtained.

UPCOMING CONFERENCES

CEC/CCBD Topical Conference
on Behavioral Disorders
September 24-26, 1989
Charlotte, North Carolina

ANYSEED Mini-Conference
Impulse Control: Stages and Interventions
Featuring: Dr. Nicholas Long
October 27, 1989
Rochester, New York

The Thirteenth Annual
TECBD National Conference on
Severe Behavior Disorders of
Children and Youth
November 16-18, 1989
Tempe, Arizona

Association of New York State Educators
of the Emotionally Disturbed
April 5,6,7,8, 1990
Syracuse Marriott Hotel, Syracuse, New York

Council for Exceptional Children
68th Annual Convention
April 23-27, 1990
Toronto, Ontario

PRACTITIONERS ADVISORY BOARD

In recognition of continuing contributions to PERCEPTIONS and to the practices involved in educating persons with emotional disturbances, the Practitioners Advisory Board has been established.

The Board serves to encourage involvement of educators through submission of articles and successful instructional strategies in the journal.

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OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information. We'll publish a listing for ANYSEED members who wish to visit.

Name of School/Agency
Address
Contact Person
Telephone Number (include area code)
Best time to call
Programs that could be viewed

Did you know that ...

- *ANYSEED is approaching its 25th successful year?
- *Its journal, PERCEPTIONS, is one of a few journals devoted to the needs of the educational practitioner?
- *PERCEPTIONS is read by educators in over 35 states?
- *PERCEPTIONS is a highly successful journal devoted to the education of students with emotional disturbances?

FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, PERCEPTIONS will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double spaced. It should include:
purpose of the idea, or materials;
age group recommended for use;
description of how idea, activity, or materials are used;
and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From The Classroom" to:
Dr. Robert Michael
OMB 112, SUNY
New Paltz, New York 12561

Individual Lap Flannel Boards

Make individual-sized flannel boards to use at circle time or during small group work. To construct an individual lap flannel board, take a piece of 9x11 inch heavy cardboard and cover with felt, gluing the felt in place with a water-based, non-toxic glue. Tape the edges with a heavy-duty colored tape.

Tire Tread Painting

Have the children "drive" small toy trucks and cars that have had their tires dipped in tempera paint across construction or mural paper. Lots of roadways and traffic patterns can be created this way.

Submitted by: Joyce Colon
Teacher of Young Children
Ilion Central School, New York

Self-Esteem Activity

Each child has his/her body traced onto a large sheet of poster board. Another student or the classroom adults may do the tracing, as appropriate. After the figure is cut out, it is taped to the student's back. The other students then approach the child who is wearing the cut-out and they write a positive thought or word that describes that particular child. When they are finished, the child may hang up the outline and enjoy all the positive remarks that have been written down. I like to call this activity "a positive pat on the back."

Submitted by:
Theresa Finnegan
Resource Room Teacher
Mohawk Central School, Mohawk, New York

Management Successes

With special needs students, certain reward systems have been successful in my resource room. Among these are:

*having teachers write, on a daily basis, positive comments when deserved by a particular student. A week of positive comments wins an ice cream treat at lunch.

*sending home positive notes to parents on an as-earned basis, or calling parents regularly to report positive occurrences.

*using contingency contracting for students to share in responsibility for their goals and actions. By being involved in the contract, students become aware of their own accountability.

Submitted by: Sharon Applegate
Resource Room Teacher
Proctor Junior High School, Utica, New York

An ABC Game

As a supplemental activity in teaching children letter names and sounds, a game can be created to assist in practice of these skills. Purchase an extra set of alphabet/picture cards. Divide the cards up among the children. The teacher calls out a letter, and the child who has that letter holds up the card. The child names the letter and the picture. If the child is able, s/he may isolate the beginning sound of the object in the picture as well. This game is a wonderful way to reinforce letter names and their sounds while the children enjoy it.

Submitted by:
Mary Alice McCraith
Primary Special Education Teacher
West Canada Valley Central Schools, New York

Turning The Tables

The next time you assign a test and you notice the lack of enthusiasm, take note! Try a different approach. Have them (the students) make a test up and give it to you, the teacher. They will try their hardest to catch you up. Take the test and hand it back to them to correct. Have the students look up the answers and see how you feel when time and time again you see "red" check marks on your test papers. Wouldn't a positive approach make you feel better about yourself?

Submitted by: Michael Miullo

Time Capsule

Instead of the usual beginning-of-the-year essay "what did you do over summer vacation?", why not have children prepare a "beginning-of-the-year time capsule"? They could include such items as : a recent photo, a description of the clothing worn on the first day of school, a note from a relative or friend (NOT read), a tracing of the student's hand, a prediction of what they will learn during the year, a first impression of the new classroom, a small lock of hair (ONLY if parents cut it), shoe size, height, weight, review of favorite T.V. show watched during the first week of school, and any other piece of the child's life. A special project in the spring, toward the end of school, could include replication of the capsule contents, an "opening" ceremony and comparison of the contents. The students will be able to visually see changes in their physical and educational selves.

Submitted by: Marjorie Bielanski
Little Falls Baptist Academy, Little Falls, New York 13365

FROM THE CHAPTERS

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WESTERN NEW YORK CHAPTER NEWS

The Western New York Chapter Officers and Executive Board met in July to plan activities for the upcoming school year. Put on the calendar are talks from various advocates on Special Education, a potluck supper, IEP planning, and socials.

On November 9th, a dinner/meeting is scheduled in the Center of Tomorrow on the University of Buffalo campus. Ted Kurtz, former ANYSEED State President and 24th Conference keynoter, will deliver the keynote address.

For more information, contact: Tom Alcamo, Chairperson, 24 Admiral Road, Buffalo, New York 14216, (716) 834-5859.

VERMONT CHAPTER NEWS

Special educators in the Vermont area are on a membership drive in anticipation of starting a new ANYSEED chapter in the Bennington, Vermont, area. There is hope that some kind of mini-conference can be put together in the fall, not only to encourage new members to join, but to share the vast wealth of knowledge and experience that many of our present members and contacts have. Please contact: Kathy Houran or Lorna Finning, (518) 854-7446, at the Bennington School, Inc., 19 Fairview St., Bennington, VT 05201. Call (802) 447-1557 if you would like to lend support or join us in some way.

LONG ISLAND CHAPTER NEWS

The Long Island ANYSEED chapter, headed by President Alise Guarnaschelli, held a May conference called "Patterns of Collaboration for Transition." The keynote address was presented by Dr. Martin Henley on collaboration with regular education. Workshops included:

**The Regular Education Initiative and the Least Restrictive Environment* - Dr. Eric J. Weaver, Director of Special Educational Services, Middle County Central School District, Centereach; Howard Brodsky, Director of Special Education, Brentwood Schools; James Fogarty, Director of Special Education, BOCES 2, Suffolk

**Strategies for the Jitters: Survival Skills for the Special Educator* - Sherry Leids, Principal of Premm Learning Center, BOCES 2, Oakdale, State President of ANYSEED; James Burke, Principal of the Sayville Learning Center, BOCES 2, Sayville

**Affective Intervention for Regular and Special Education Students* - Steven and Janice Spiesman, Adjunct Instructors, C.W. Pots and Dowling College

**Transition to the World of Work* - Russ Riggio, Asst. Director for Special Education, Nassau BOCES

ROCHESTER CHAPTER NEWS

Rochester's ANYSEED chapter is co-sponsoring a fall mini-conference entitled "Impulse Control: Stages and Interventions." Dr. Nicholas Long will be featured, with a session focusing on discipline. The conference will be held October 27, 1989, in Henrietta, New York.

NEW CHAPTERS

Albany	Mr. James Meyer LaSalle School Assistant Director of Education 391 Western Avenue Albany, New York 12203
Bennington, VT	Lorna Finning 80 Murray Hollow Road Shushan, New York 12873
New York City	Jeff Bozler 230 Warren Street Brooklyn, New York 11201
Potsdam	John Welch - Counselor A.A. Kingston Middle School Potsdam, New York 13676 (315) 265-2000 Ext. 252

LETTERS TO THE EDITOR

Letters published in PERCEPTIONS do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication due to space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of PERCEPTIONS.

Letters should be sent to: Dr. Robert J. Michael
EDITOR, PERCEPTIONS
Old Main Building 112
State University of New York
New Paltz, New York 12561

To The Editor:

Working with the ANYSEED organization has been a pleasure and a privilege in itself. I never anticipated any form of special recognition for my efforts on its behalf. Thus, when presented with the Volunteerism Award, the surprise of this honor rendered me somewhat speechless. I regret that, at the time, I was too overwhelmed to express my appreciation suitably. It is my hope that the belatedness of this response does not diminish its intended message.

I am pleased to have made a worthwhile contribution to an organization which has, over the course of my career, given so much to me in the way of opportunity for professional growth.

Being publicly commended by peers is a reward of the highest order. Having this award presented by a colleague, for whom I have the utmost professional respect and who has served as my mentor for many years, gave it even greater significance.

Finally, without the support, assistance, and patience of my fellow board members, I might never have completed the long and tedious process of obtaining our tax-exempt status. Pat Gray deserves a majority of the credit for such thorough record-keeping during her tenure. Those members who worked so diligently on the Constitutional and the Charter revisions contributed significantly to the process. Most influential was the very person for whom the Volunteerism Award was named. Ed [Kelley] constantly encouraged me to persist in getting the job done despite the frustrations of dealing with the federal bureaucracy.

I hope that in the future I will be able to maintain contact with the members of this group and will have additional opportunities to serve this organization.

Your humble servant,
Melissa T. Cohen

To The Editor:

I sincerely wish to thank ANYSEED for the tremendous honor they have given me with the awarding of the Ted Kurtz Excellence in Teaching Award. To say I was surprised and flabbergasted is an understatement. My thanks go to ANYSEED.

I am here dealing with severely involved students and enjoying it immensely. Each year for the past twenty years I have attended the yearly ANYSEED conference and garnered new ideas and have been rejuvenated. Teacher burnout is a reality but you can combat it by mixing with your colleagues, going to seminars and, when necessary, just sitting and talking to someone who understands. Each year you come away with a sense of rededication and renewal. Several years ago, I convinced a teacher of a severely involved autistic class to attend an ANYSEED conference. At the time she was ready to give up and become a salesperson. She caught the fever and is still in there pitching today.

I have taught plane hijackers, murderers of priests, leaders of rebellions in stockades, petty thieves, pimps and drug lords. When the police call, my children don't even ask why; they say, "Mother, it's for you." I often say my class reunions would have to be held in the cemetery, Attica, and the Psychiatric Center. I also have George, who is an electrical engineer, Richard, who is a firefighter, two car mechanics, a horticulturist and a professional chef ... who used to ride his stolen bicycle nine miles to my house every night because he knew I was such a lousy cook and was thrilled to have anyone willing to make dinner.

I am not used to receiving awards but, on behalf of all the teachers out there, trying their best to help out students, I humbly and gratefully accept this lovely accolade. Thank you, ANYSEED.

Sincerely,
Marcia Saran

SUBMIT YOUR WORKSHOP PROPOSAL

Deadline: October 27, 1989

FROM THE STACKS

by

Joseph Trippi, Ph.D.

Improve Social Skills and Peer Acceptance

Among the most important skills students must learn is to develop and maintain positive relationships with others. It has been well established that difficulty in this area is associated with many negative personal, social and academic consequences. The authors further indicate that not only is the rejected student in need of improved social behaviors, his/her peers are also in need of training to improve their acceptance and perceptions of the pupil in question. In order that positive changes in the "target child's" social behavior and increased peer acceptance can occur, systematic opportunities for positive interactions with popular classmates may need to be arranged, along with opportunities for peers to view the individual in question having something valuable to contribute.

The authors provide a model of social strategy training that involves specific skills training, peer pairing, and classroom involvement. They have found the suggested technique to be effective in increasing a student's acceptance by his/her classmates,. Most noteworthy is the four-step strategy students are taught when attempting to solve social difficulties. Children memorize the mnemonic "FAST" (Freeze, Alternative, Select one, and Try it), and are taught to implement the skills sequence in real-life social situations. This article can be useful to teachers and counselors who want to develop a program to increase the social acceptance of particular students.

Reference:

Vaughn, S., Lancelotta, G. and Miwwis, S. (1988). Social strategy training and fear involvement: Increasing fear of a female l.d. student. *Learning Disabilities Focus, 4*(1), 32-37.

Learning Styles and Teaching

We have all heard of learning styles and that we should take them into consideration when teaching our pupils. But how? What should we do?

Marie Carbo and Helene Hodges discuss this issue and offer suggestions to help you develop appropriate learning styles and teaching strategies. Their expertise has been gained over 13 years of working with "at risk", truant, potential dropout, handicapped, and disordered students. Offered are specific teaching techniques which they have found to be effective with at risk youngsters. They give helpful direction regarding how to identify characteristics of various learning styles. Additionally, a reading styles checklist is provided which may prove to be useful in determining which pupils may be most "at risk and in need of attention regarding the match between instruction and learning style."

The eleven techniques offered by the authors focus on pupils' strengths and preferences. Positive results can be immediately apparent.

Although some of the strategies may not be entirely new to you, the specific suggestions for implementing them may prove to be just the nudge you need to re-emphasize your learning style-based instruction.

Reference:

Carbo, Marie and Hodges, Helene. Learning styles strategies can help students at risk. *Teaching Exceptional Children, 20*(4), 55-58.

Better Classroom Management

A too often overlooked and under-utilized facet of effective classroom management is the inherent personal and professional power that teachers have. The author states that increasing one's true power will help to more effectively manage a classroom, minimize behavioral problems and maximize learning.

Personal powers focus on you and are a result of your personality and skill. Professional powers are gained from your position as a teacher and from the educational system.

Both can be enhanced and used to effectively implement a developmental discipline and classroom management system. Many excellent suggestions for empowering yourself are presented, along with a quiz to measure your own power potential.

Empowering yourself can go beyond the classroom and into your pupils' homes as well. Parents are more likely to be increasingly supportive of your efforts and of the educational process.

Reference:

Ellsworth, J. & Monahan, A. (1989). Empower yourself for better classroom management. *Instructor, 99*(1), 72-75.

Writing Grants

Have you ever had an idea for a great class project but lacked the funds to initiate it? A grant may be just the answer to help you solve that problem. The author, Janet Amann, offers a number of helpful, specific suggestions which can assist you with writing a successful grant proposal. That's not all; she also gives some excellent ideas about locating possible sources of funding, along with steps to take regarding the management of your grant.

She suggests that one look for local community funding first. Local businesses or organizations may be the source of money to purchase specific equipment or small-ticket items. With major foundations or government bodies, you may be better off emphasizing programs or project objectives which meet the needs of classroom students rather than losing your teaching function.

This is useful reading even if you don't plan grant writing in the near future.

Reference:

Amann, J. (1989). Winning grants for classroom projects. *Instructor, 99*(1), 76-78.

Develop Listening Skills

An instructional procedure for developing listening skills in students with attention deficit disorders is provided in this article. The problem of children with such disorders need not be

expounded upon here. We are all well aware of the inattentiveness, impulsiveness, learning, social and other behavioral disorders exhibited by such children. The issue is what can we do to help such pupils learn to focus and maintain attention on tasks long enough so that they can be completed.

A listening activity is described which the authors have demonstrated to be highly effective in developing listening skills. It also helps with acquiring note-taking skills as well as with learning valuable information about current events.

The instructional sequence centers on tape recordings of morning news broadcasts, around which the teacher develops an instructional outline including background concepts and unfamiliar vocabulary.

The ten-step instructional sequence also looks like it can add some variety to teaching while being motivating to students.

Reference:

Forster, P. and Doyle, B. (1989). Teaching listening skills to students with attention deficit disorders. *Teaching Exceptional Children, 21*(2), 20-22.

Classroom Conference To Deal With Repeated Misbehavior

Of late, most of the emphasis on dealing with misbehavior has focused on developing and implementing a consistent behavior management plan. The author states that discussions of feelings and emotions tend to be avoided by teachers who perceive them to be the domain of the psychologist, counselor, or psychiatrist. It is his opinion that we as teachers must assume the role of "classroom counselor."

To do so, a counseling plan which uses a classroom conferencing technique is presented. The "conferencing" technique is a step-by-step intervention which may be easily used in conjunction with a consistent behavioral management program. It allows the use of an interaction or counseling style with which the individual is most comfortable, taking into account differing personalities and philosophies which make some teachers more directive, reflective, reserved, understanding, collegial, or authoritarian.

The author feels that conferencing is less complex and not subject to the constraints of other psychotherapeutic techniques which are within the domain of the classroom teacher (i.e., play therapy, art therapy, bibliotherapy, etc.).

The classroom conferencing approach is uncomplicated. It appears to avoid much of the confrontational discourse which may easily take place between teachers and pupils. Thus one is allowed to react in a "genuine manner while arresting the student in analyzing behavior and gaining better (inner) control over his/her action."

Reference:

McIntyre, T. (1987). Classroom conferencing: Providing support and guidance for misbehaving youth. In M.K. Fabel (Ed.), *Teaching: Behaviorally Disordered Youth* (pp. 33-35). Reston, VA: Council on Children with Behavioral Disorders of the Council for Exceptional Children.

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JOIN - RENEW - JOIN

ALL MEMBERSHIPS VOID AFTER AUGUST 31, 1989

1989 - 1990 MEMBERSHIP FEE $30

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JOIN - RENEW - JOIN

JOIN - RENEW - JOIN

The ANYSEED Executive Board in 1986 established two awards which have been presented at our annual conference. The Steven J. Apter Award is presented to an outstanding individual in the field of special education and the Conrad Hecht Memorial Mini-Grant, given to honor a special education student or agency.

In 1988, the Executive Board, to recognize two devoted and longtime members of ANYSEED, established the Ted Kurtz Teacher Achievement Award, which will be presented to a deserving teacher and the Everett Kelley Award, in recognition of the spirit of paraprofessionals or volunteerism.

Any current paid member of ANYSEED may nominate individuals for these awards. Each candidate will be screened carefully and the recipients will be announced at the annual conference.

Any questions or concerns can be addressed to:

Sue Schleef - Awards Chairperson
7541 Chestnut Ridge Road
Lockport, NY 14094

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor a special education student or agency. As a member of ANYSEED, you have the opportunity to nominate your choice for the recipient of this grant, which will be presented annually at the ANYSEED Conference.

The vehicle for nominations is a form sent to each member upon joining ANYSEED. The following is a sample of the format , which may be modified by the Executive Board:

Name of Nominee: (Student, School, Agency)
Home Address:
Telephone Number:
School Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: (Student)
Historical Background: (School or Agency)
Program Goals: (Student/School/Agency)
Achievements: (Student/School/Agency)

Attach two (2) letters from teachers or professional affiliates to illustrate merit and/or program commitment.

Return to:

Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

STEVEN J. APTER AWARD

The Steven J. Apter Award will be presented annually at the ANYSEED Conference. Members of the organization are invited to submit nominations of deserving individuals. Each candidate will be carefully screened and a finalist will be determined by the ANYSEED Executive Board. The format is as follows:

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: *(Include personal data and educational background.)*

Professional Development: *(Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)*

Educational/Civic Service: *(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)*

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth. In addition, submit three (3) references that may be contacted for additional information.

Return to:

Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

RENEW YOUR MEMBERSHIP NOW AND $$$ SAVE $$$

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Award was established in recognition of the spirit of paraprofessionals or volunteerism. Ed has dedicated a lifetime to ANYSEED, bringing PERCEPTIONS to its status today: a nationally recognized journal. In honoring our paraprofessionals or volunteers with the Everett Kelley Award, we are saying thank you to a man who always gave of himself.

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: *(Include personal data and educational background.)*

Professional Development: *(Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)*

Educational/Civic Service: *(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)*

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth.

Return to:
Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award will be presented annually at our yearly conference to a deserving teacher. In establishing this award, we will be honoring a person who has been a strong, steady influence to not only the people of ANYSEED but the students and teachers of New York State. The format is as follows:

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: *(Include personal data and educational background.)*

Professional Development: *(Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)*

Educational/Civic Service: *(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)*

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth.

Return to:
Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

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